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THE UNIVERSITY OF ALBERTA

WORK EXPERIENCE AND FAMILY COHESION: ITS RELATIONSHIP TO ADOLESCENT IDENTITY STATUS

BY

© JOYCE ELAINE POON

A THESIS

SUBMITTED TO THE FACULTY OF GRADUATE STUDIES AND RESEARCH

IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE

OF Master of Science

IN

FAMILY STUDIES

FACULTY OF HOME ECONOMICS

EDMONTON, ALBERTA

SPRING, 1987

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ISBN 0-315-37783-6

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DEGREE: MASTER OF SCIENCE

YEAR THIS DEGREE GRANTED: Spring, 1987

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Nancy L. Hurlbut
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Date: December 3, 1986

DEDICATION

To my family . . . for being an inspiration

ABSTRACT

Identity development is believed to be a primary task during adolescence. This study examined the relationship between identity status, work experience, family cohesion and gender. One hundred and eighty five male (n=117) and female (n=68) high school students, with a mean age of 16.3 years, were administered three written questionnaires: OM-EIS, FACES II, and a Demographic/Work questionnaire designed for the study. The TSCS was also given to some of the participants. Loglinear analysis revealed that a main effect of work experience and an interaction effect of work experience and family cohesion were significant at a 0.05 probability level. Nonworking adolescents were found to be in a crisis category more than a noncrisis one. Those students in a noncrisis category were also in families with high cohesion. Chi-squared analysis indicated significantly more family business workers were in a noncrisis identity status category. The results of this study lend support to the concept of identity development during adolescence. Work experience and family cohesion were two variables which were significantly related to identity status.

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INTRODUCTION

Adolescent development involves the formation and crystallization of one's identity (Erikson, 1968; Ellis & Davis, 1982). Through experiences of role experimentation, an adolescent begins to define the self in terms of who one is and what one will become (Erikson, 1968). Experiences which facilitate this process occur from both inside and outside of the family (Havighurst, 1976).

One experience, outside of the family, which has been hypothesized to promote role experimentation is participation in the labour market. In 1983, over fifty percent of all youth in Canada between the ages of 15 and 24 were employed to some degree (Minister of State, Youth, 1984). Since a large number of adolescents are experiencing the world of work, it is necessary to study its impact, if any, on identity development.

An adolescent also experiences changing relationships with family members. As an adolescent strives towards defining oneself, a moderate degree of closeness and distance between the adolescent and family is optimal (Olson, McCubbin, Barnes, Larsen, Muxen, & Wilson, 1983; Bell & Bell, 1982). Connectedness is essential to promote the adolescent's feeling of belonging; however, to facilitate role experimentation and those experiences outside of the family, such as working, a sense of separateness is also necessary.

The purpose of this study is to determine if experiences inside and outside the family are related to the development of adolescent identity. Specifically one's involvement in the work world is the construct used as the experience outside of the family. Family cohesion is the construct chosen to represent an adolescent's experiences within the family.

Studying the relationship between adolescent identity development, work experience and family cohesion has practical and theoretical significance. The practical significance involves recent transitions of youth experiences in both areas of family and work (Minister of State, Youth, 1984). In terms of work, it has been increasingly difficult for adolescents to find employment of any type. This has reportedly affected their relationship with their families by prolonging and promoting dependence (Minister of State, Youth, 1984). Due to present economic conditions there does not appear to be any signs of improvement. It seems necessary therefore to study adolescent development in relationship to both family and work experiences.

The theoretical significance of studying these relationships involves providing support for previously stated propositions and concepts on adolescence. A primary task during adolescence is defining oneself in terms of one's present and future abilities and roles (Erikson, 1968). This process of identity formation is facilitated by experiences outside of the

family which promote independence (Havighurst, 1974). Experiences within the family also can contribute to an adolescent's identity formation. Particularily a family can promote both a sense of belonging and connectedness within an individual (Olson, 1983). Theories on adolescence have stated that experiences inside and outside of the family which facilitate a feeling of being both separate and connected are necessary during this stage (Havighurst, 1976). Thus it seems necessary to study both types of experiences when the focus is adolescence.

Research dealing with the impact of early work experience on adolescence has resulted in two opposing and contrasting positions, occupational competence and occupational cynicism (Steinberg, Greenberger, Vaux, & Ruggiero, 1981). Within an occupational competence viewpoint adolescents are capable of accessing individual and social benefits from work experience (Steinberg, Greenberger, Jacobi, & Garduque, 1981; Cole, 1980). In contrast, those holding the occupational cynicism view state that early work experience is detrimental to the development of an adolescent (Steinberg, Greenberger, Vaux & Ruggiero, 1981). Working is viewed as a negative experience because it prematurely exposes the adolescent to the stresses of employment and adulthood. Studying the relationship between work experience and adolescent identity development directly

addresses this issue.

Theoretically, identity formation is considered as primarily an adolescent experience (Erikson, 1963). However, many empirical studies have focused on late adolescence and early adulthood (Adams & Jones, 1983; Marcia & Freidman, 1970; Marcia, 1967). Middle adolescence have been virtually ignored in these studies. Many adolescents begin to have work experience at the age of 14 or 15. Thus, an emphasis is placed on the development during middle-late adolescence and the impact of work and family experiences (Minister of State, Youth, 1984).

This leads to the major question of the study. What is the relationship between adolescent identity and work experience? A sub-question deals with the relationship between adolescent identity and family cohesion. More generally, the question is what is the relationship between the adolescent's identity, and experiences inside and outside of the family?

A second question of this study is what is the relationship between identity and self concept? With regards to definitions, these two concepts are similar. Identity, as stated earlier, is defining oneself in terms of future roles and abilities (Erikson, 1968). Self concept is defined as an individual's internal frame of reference (Combs & Snugg, 1949). It is how one views oneself and involves a dynamic process between the individual and the environment (Fitts & Hamner, 1969). A

secondary interest is to determine whether identity and self concept are empirically similar.

To explore the relationship between work experience, family cohesion and adolescent development in greater depth, this study is directed toward three basic subproblems. The first subproblem is to measure the identity status of adolescents. The second subproblem is to determine whether identity formation is related to work experience and family cohesion. Finally, it is of interest to determine how gender influences adolescent identity development. Thus, the dependent variable is identity. The independent variables are work experience, family cohesion and gender.

To explore the relationship between identity and self concept, it is necessary to measure the self concept of adolescents. For the purposes of this question, self concept is the dependent variable and identity is the independent variable.

DEFINITION OF TERMS

The subsequent conceptual framework and literature review is based on five main concepts in this study. These are adolescence, identity, work experience, family cohesion, and self concept.

Adolescence is defined as the period between puberty and adulthood. Adolescents in this developmental stage primarily undergo physical and emotional maturational changes. It

involves those youths between approximately 12 to 20 years of age. Three substages of adolescence have been defined: early, middle, and late. The age ranges for early and middle stages differs depending on gender (Mitchell, 1979). Early adolescence refers to those females between the ages of 11 to 13, and males between 12 and 14. Middle adolescence are those female adolescents between the ages of 13 to 16 and 14 to 16 for male adolescents. Finally late adolescence refers to those approximately between the ages of 16 to 19. For the purposes of this study, middle and late adolescence is emphasized.

An individual's identity primarily involves defining the self to the point where one feels comfortable in one's own body (Erikson, 1968). There is a sense of knowing who one is and what the future holds. The process involved in forming an identity requires a sampling of different identities, emotions and habits (Mitchell, 1979).

Work experience occurs when an individual is involved regularily in contributing to the continued sustenence of a business. This individual has the responsibilities of an employee. In this study, paid wages are not a determining factor. Examples of work experiences are working as a part-time cashier in a department store, working as a stockperson in a family grocery store or a person involved in volunteer work.

Family cohesion is defined as the degree of separateness

and connectedness between an individual and the family system (Olson, 1976). This concept is often used in reference to emotional bonding. The continuum of family cohesion involves four levels. The four levels are disengaged (low cohesion), separate (low to moderate cohesion), connected (moderate to high cohesion), and enmeshed (high cohesion). An example of high family cohesion is a family who requires all members to participate in all activities together.

Self concept is defined as an individual's awareness and conceptualization of one's own person. It is a person's internal frame of reference and is based on a dynamic process which involves an assessment of who one is, what one does and how one believes others view oneself (Burns, 1979).

CONCEPTUAL FRAMEWORK

The developmental conceptual framework utilized is a combination of the theoretical propositions proposed by Eric Erikson and James Marcia in the area of identity development. Erikson provides a global and guiding perspective as to the dynamics involved during adolescent identity formation. Erikson proposes that a state of confusion or "moratorium" is a necessary part of attaining an identity. During this stage adolescents are involved in role experimentation. Marcia elaborates on this by proposing identity status categories which are differentiated by specific processes as relevant to the development of a sense of self. Experiencing crisis and making a commitment are two main processes involved during adolescence.

Erikson's developmental theory, as well as many others, is based on a progressive growth process (Hilgard, Atkinson, & Atkinson, 1975). Development is progressive because many physical and mental skills contributing to growth occur in a natural sequence. This sequence is initiated by innate biological changes and influenced by environmental conditions. This observation has led to the suggestion that development is characterized by regular and cumulative stages. During each

stage, there are normative biological and envionmental experiences which contribute to the continuous development of an individual. Failure to deal adequately with these experiences and problems at a particular time may result in difficulties with development in subsequent stages (Erikson, 1963). Development is governed by two factors; maturation and environmental events. Maturation refers to physical or biological changes which guide the growth sequence. These changes occur irregardless of external or environmental conditions. Environmental events are conditions or stimuli external to the individual which can accelerate or impede the natural growth sequence, but usually do not alter the developmental sequence. Development requires an interaction between these two factors. During certain times of development, an individual is optimally ready to acquire new skills. The person has matured to the point where one is biologically equipped to learn and implement changes. This period is considered as "critical" because if appropriate experiences do not occur during this time, there will be difficulty in acquiring these skills at a later stage. In general, this developmental perspective emphasizes the impact of biological changes, environmental conditions, and past experiences and their combined effect on the growth process.

Erikson proposed an eight-stage lifespan process which

emphasized the impact of social-personal problems in the development of an individual's identity (White, 1976). He considered a person's interaction and relationship with others as vital to development. During each stage, an individual is presented with a psychosocial crisis. A psychosocial crisis occurs when the individual faces situations during a particular developmental stage which affect identity formation. These situations involve interacting with one's environment and experimenting with different roles. These crises predominantly focus on human relationships and particularily those interactions which involve a person's family. During childhood an emphasis is placed on one's family of origin, while crises occuring in adulthood involve the formation and maintenance of one's own family. Experiencing a crisis results in both positive and negative outcomes (e.g. trust vs. mistrust). When a crisis is dealt with successfully, both aspects are incorporated into an individual's identity. However, it is preferred that the positive elements are emphasized. With each developmental crisis experienced, an individual further develops and refines one's identity. For example, during the first stage of development, the infant faces a crisis between acquiring a sense of trust versus mistrust of oneself and one's environment. Through experience with the caretaker, an infant realizes that relationships, especially the parent-child one, represent some

degree of consistency and continuity. An element of sameness in the environment promotes this sense of trust and belief in oneself and others. For healthy development, an infant needs to internalize primarily a sense of trust with a small degree of mistrust is necessary to enable the child to protect himself from others wishing to do harm or to manipulate.

The second stage of Erikson's theory begins near the age of eighteen months. During this time, the child attempts to develop a sense of autonomy and separateness. This is facilitated by a child's increasing physical control. A movement towards autonomy facilitates the child's abilty to make future choices. A danger during the second stage is the development of a sense of shame or doubt. Shame results in one being self conscious about oneself while doubt leads to questioning one's ability as well as others' abilities. The family during this stage is involved in helping the child obtain a proper balance. Although they encourage the child to "stand on his own feet", they also serve as a source of protection against the consequences of "over-autonomy" (Erikson, 1968, p.252). In addition, a child gaining a sense of free will is highly dependent on the degree of autonomy felt and exhibited by the parents (Erikson, 1968). Thus the family, particularily the parents, may be instrumental or detrimental to a child. At the pre-school stage, the crisis experienced is acquiring a sense of

initiative versus a sense of guilt. This phase requires the child to find out what one is capable of doing as well as what one is allowed to do. This process encourages initiative-taking and promotes a sense of purpose in fulfilling one's capabilities. A problem during this stage develops when a child feels jealous about others who block his or her plans. A classic example is sibling rivalry and the conquest of being mother's favorite child. When a child fails, feelings of resignation, guilt and anxiety are aroused. The family plays an important role during this stage by teaching the child when initiative-taking should occur. The fourth stage involves the school-aged child who has not reached puberty. Experiences from school allow the child to attain a sense of pleasure from completing tasks successfully. Those who are not able to develop a sense of accomplishment in school may feel inadequate. Thus the crisis presented is a sense of industry versus a sense of inferiority. Those who adequately deal with the crisis gain a feeling of competency about their abilities and future participation in the adult community. It is necessary during this stage for parents to promote a sense of trust between the child and teacher. This encourages positive identification with people who have the potential to offer information and experience to the child. Although many of the child's experiences are a result of contact with people outside of the

family, parents play an important role in allowing the child space to learn from others. The past stages have promoted a basic sense of trust, autonomy, initiative and industry. Satisfactory completion of these four stages is a basis for satisfactory completion of the next stage.

The next stage of adolescence is critical to development. The presented crisis is between attaining an identity versus a role confusion. Since the adolescence phase is the area of concentration, it will be elaborated upon subsequent to the discussion of the three final stages of identity development. After gaining an identity during adolescence, an adult's primary issue deals with intimacy. The young adult, who has formed a strong sense of self during adolescence, is now capable of making a commitment to an intimate relationship. A danger during this stage is that a person may develop a sense of isolation. One determining factor is whether an individual feels ready for intimacy; this depends highly on the satisfactory completion of previous stages. The next stage, the seventh, is concerned with making a contribution to future generations. Although there are many ways to be fulfilled during this stage, couples who feel this need often produce offspring. Those who do not fulfill this need to guide or aide the next generation may experience a sense of stagnation. The final stage of development presents a crisis between attaining

integrity versus a feeling of despair. During old age, people should be capable of integrating the crises experienced from the past seven stages. A realization that one's life cycle has purpose elicits a sense of satisfaction. However, those who feel unfulfilled with life often fear death because of their lack of a sense of achievement. Resolution of the eighth crisis is dependent on an integration of the experiences during the past seven stages.

Overall, Erikson's proposal of development is based on the development of one's identity and involves a crisis at each stage. Progression through each stage results in a sense of competence in a component of identity development. As an individual grows, experiences from each stage are integrated with what has been learned previously so one's identity progresses towards a higher level of adaptation. The developmental crisis of identity is especially relevant during adolescence where an individual considers childhood experiences from the past four stages. Thereafter, a person's identity is constantly changing and being modified as life progresses through adulthood. The phase of adolescence is when the transition from a child identity to the adult one is made. Since a need to determine an identity is initially felt during adolescence, it is necessary to consider the adolescent experience in greater depth.

Adolescence presents one of the most important crises during identity development. Primarily this involves experiencing a sense of identity versus a sense of confusion (White, 1976). There is a struggle between being a child and becoming an adult; resolving what adolescents feel they are versus how others view them (Erikson, 1963). They are attempting to connect and combine what they have taken from childhood with the expectations and offerings of adulthood. Adolescents must integrate all of the identity elements formed during childhood to help answer the question of "Who am I?" (Erikson, 1968). The majority of the confusion and exploration centers around defining political and religious ideologies and adopting a work role (Monte, 1980). During this time period, adolescents are expected to decide on an occupation. As well a work ideology, which is an understanding of work and how one decides to participate in work, assists an individual in progressing towards an adult role. To facilitate this process, it has been proposed that adolescents explore many different work roles; they enter a state of moratorium (Erikson, 1963). It is during moratorium that adolescents experience crisis by exploring and experimenting with possible opportunities of the adult world, but without making a firm commitment. For example, one can temporarily explore the work world by having a part-time or seasonal employment position. This allow an adolescent to

experience working in that particular field without making a long-term commitment.

Certain factors facilitate an adolescent in facing this identity crisis. For one, an adolescent has begun to mature biologically. Physical changes in development provide the "equipment" necessary to become an adult. Environmental events also play a role in facilitating or detering identity formation. The major environmental conditions conducive to dealing with the adolescent crisis are opportunities for experimentation inside and outside the family (Erikson, 1968; Olson, 1983). Both of these types of experiences assist the individual in searching and choosing an identity. The first condition refers to having a family, especially the parents, who understand that this phase of development involves a sense of confusion. They need to provide the adolescent distance and space in dealing with the confusion. This allow for the necessary time to fully experiment and explore adulthood. Secondly, it is helpful if an individual has the opportunity to experiment with different roles (Erikson, 1968). Role experimentation provides the adolescent with various experiences which assist an individual in attempting to define their own identity.

At the end of adolescence, it is hoped that individuals have gained a sense of fidelity or commitment. This refers to one choosing an identity as a result of one's own adolescent

experiences. Possible conflicts with normative or family values and expectations often aide the individual in making a commitment. This would assist the adolescent in questioning and defining one's own beliefs and values. Those who have attained fidelity by experiencing a period of crisis, have achieved a firm sense of self. The roles and lives they lead are representative of their core identities and not those of the external environment (Erikson, 1963). A core identity is a basic sense of one's being and results from integrating past crises, as well as a search for and belief in one's own ability to guide and direct one's life. Thus Erikson's concept of identity development during adolescence is based on one incorporating past and present experiences into their identities. Experiences both inside and outside the family which encourage independence are influential during this stage of identity development.

Marcia (1966) elaborated on this fifth stage of development and proposed a four-pronged classification system of adolescent identity status. This classification scheme is most appropriately applied to the areas of occupational choice, religious and political ideology (Marcia, 1966). According to Marcia (1966), the two variables of crisis and commitment primarily determine an adolescent's identity status. Crisis refers to a period of experimenting with various roles and

ideals; and commitment is the amount of personal investment made towards the adolescents' choice (Marcia, 1970). An example of an adolescent in crisis who is attempting to define an occupational ideology is an individual who contacts and discusses work issues with people whose careers are an area of interest. On the other hand, an adolescent who has made a commitment has decided on a work role and has made future plans accordingly.

Using these two constructs Marcia proposed four statuses: identity achievement, moratorium, foreclosure, and identity diffusion. Each of these statuses differ in terms of whether crisis has been experienced and a commitment has been made (see Figure #1). Identity achievement refers to those adolescents who have experienced a crisis and made a commitment. Adolescents classified as being in moratorium are experiencing crisis, but have not made a commitment. Foreclosed adolescents have made a commitment, but have not experienced crisis. Finally, an adolescent who is identity diffused has neither experienced a crisis nor made a commitment.

During the adolescent stage, individuals may progress through different statuses at various periods of development. They may be catagorized into different statuses in terms of occupation, religion and politics. This depends upon on their experiences in each of the areas. For example, an adolescent

Figure 1: Marcia's Model of Identity Satus

		COMMITMENT	
		YES	NO
CRISIS	YES	ACHIEVED	MORATORIUM
	NO	FORECLOSED	DIFFUSED

may be confused in the area of religion, but at the same time indicate confidence in terms of political preference. Identity status may also shift through time as an adolescent encounters different experiences. For example, an adolescent maybe confused and in a state of moratorium in the area of occupation. However an involvement in the work world may assist in defining occupational direction. As adolescent act towards this direction, he or she moves into the identity acheived category in terms of occupation. Therefore, placement in a particular identity status is by no means permanent or uniform.

Identity-achieved people have experienced crisis and are commited to an ideology and occupation. These individuals have successfully dealt with the struggle and are capable of acting in a way which is congruent with their identity. In terms of an occupational ideology, these adolescents have considered various vocational areas and as a result made a decision on their own terms. Previous participation in a work role provided the individual with the opportunity to explore aspects of the occupational world. Relying on work experiences as well as others assists an individual in defining an occupational ideology. In addition, an identity-achieved adolescent has been able to separate from the family to the extent where the individual has been able to sufficiently explore and experiment. At the opposite end of the continuum are the identity-diffused

adolescents who have not experienced crisis nor made a commitment. These individuals are not concerned about a lack of a sense of self which is evident in their fluctuating ideas and values. Attitudes and goals are usually unstable and easily changed. These adolescents may express an occupational preference however their choices are easily modified if other opportunities arise. As well, realistic aspects of a career have not been explored seriously nor taken into consideration. The family of this type of adolescent is probably uninvolved and distant. There is a lack of parental concern as the adolescent moves towards adulthood and develops a sense of self. The two remaining statuses lie between these two polarities and differ in terms of their emphasis on commitment or crisis. Moratorium individuals are in a state of crisis, but are unsure and vague about a commitment. These adolescents are concerned with occupational, religious, and political issues the majority of the time. They usually try to find a compromise between parental wishes, societal demands and personal abilities. In terms of occupation, they are considering different careers which interest them, but have not yet made a decision. Adolescents who are in moratorium have probably achieved a marginal sense of independence from the family. The fourth and final identity status is labelled foreclosure. Adolescents characterized by this status experience minimal experimentation

and crisis, but have made a commtment. As a result, identities are greatly influenced by parental ideologies or those of a significant other. This individual is probably quite connected to the family and has not achieved a strong sense of independence. Adolescents in this category have chosen an occupation primarily as a consequence of accepting others' perceptions, particularily parents, rather than relying on their own needs and interests. In sum, Marcia's identity status categories are dependent on whether an adolescent has experienced crisis and/or commitment.

A combination of Erikson's and Marcia's theories on development provide a perspective on the adolescent experience. The stage of adolescence has an important role in identity development because it is during this period that individuals first realize who they are and what they will become. Environmental conditions which facilitate this process provide opportunities for role experimentation and moderate family involvement. Adolescents who are able to experiment with different roles are able to learn from the confusion presented during this stage. Family involvement is a factor during this time period. Both independence and support from family members are necessary to allow the individual to understand and experiment with one's identity. Since one of the major concerns during this stage for the adolescent and the family is

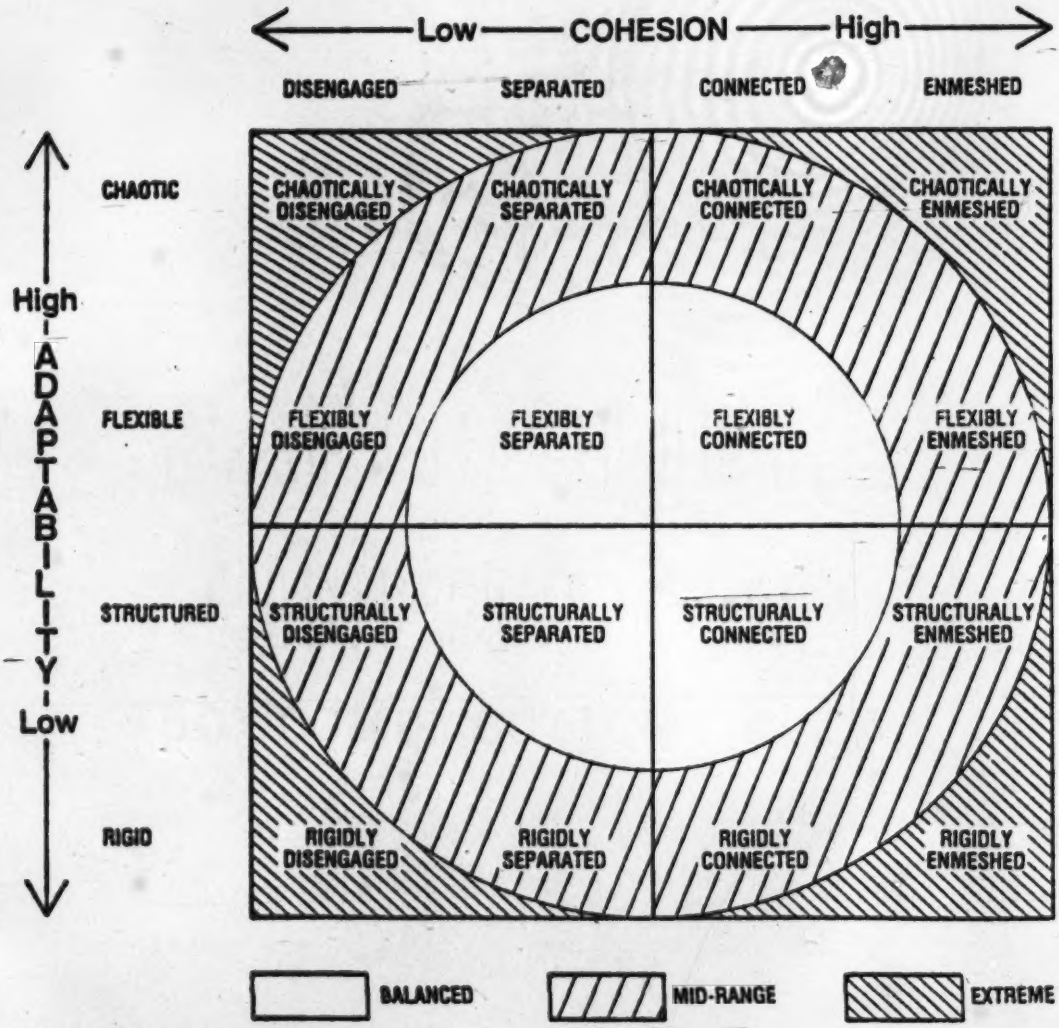
establishing separateness, a theoretical understanding of the family and its relation to the closeness/distance issue is necessary.

FAMILY

The Circumplex model, developed by Olson, Russell, and Sprenkle (1979), focuses on the issue of closeness and distance as one of the three aspects of family dynamics. The model is based on cohesion, adaptability and communication (see Figure #2). Family cohesion directly relates to the closeness-distance issue as it refers to the degree of separateness and connectedness between the individual and family system. Specific concepts which describe the cohesion dimension are emotional bonding, boundaries, time, space, friends and decision making (Olson, McCubbin, Barnes, Larsen, Muxen, & Wilson, 1983). In a family with high cohesion, there is an overidentification between family members resulting in limited individual autonomy. This type of family is refered to as being enmeshed. Connected families are those with moderate to high levels of family cohesion. Families with low to moderate cohesion are referred to as separated. At the low end of the continuum are disengaged families. These families are characterized by limited attachment and high levels of autonomy.

Family adaptability is defined as the ability of the system to make changes in its power structure, role relationships and

FIGURE 2. CIRCUMPLEX MODEL: SIXTEEN TYPES OF MARITAL AND FAMILY SYSTEMS



relationship rules in dealing with situational or developmental stress. The continuum of adaptability involves four levels: rigid (very low), structured (low to moderate), flexible (moderate to high), and chaotic (very high). The third dimension of this model is family communication. Family communication is considered as a facilitator for cohesion and adaptability. It is critical for movement in the other two dimensions. There is a differentiation between positive and negative communication skills. Positive communication allows families to discuss their needs while negative communication minimizes their ability to share feelings and therefore limits movement on the adaptability and cohesion dimensions.

The Circumplex model is used to describe families as they develop through the family life cycle. Family development has been viewed as progressing through seven stages (Duvall, 1970). The criteria for creating these stages are the age of the oldest child, amount of transition required to deal with the changing needs of family members, and changes in family goals and direction. The seven stages are: young couples without children, families with children in the preschool years, families with school-aged children, families with adolescents in the home, launching families, empty nest families and families in retirement. Specifically, families with adolescents comprise the fourth and fifth stages of the developmental cycle. This

period has been found to be extremely stressful and challenging. The Circumplex model predicts that families with moderate levels of cohesion and adaptability deal with the developmental stress better that those families with very low or very high levels.

The Circumplex model focuses on changes in the family system as it develops. Erikson and Marcia's theories about identity used in conjunction with the Circumplex model allows for a fuller understanding of the factors which influence adolescent development in relation to family dynamics. As the adolescent attempts to define the self, interaction with others serves as a vital function in providing feedback. In particular, a family which allows a certain degree of both autonomy and support is conducive to assisting the adolescent through crisis. This type of family allows the adolescent distance to experiment with different roles. While the adolescent searches and experiments, there is also a feeling of connectedness with the family. Both elements of closeness and distance are necessary and conducive to adolescent identity development.

To expand further, it is conceivable that there is a relationship between adolescent identity status and the level of cohesion within a family. For example, an adolescent who is identity acheived is probably in a family with low cohesion. There has been enough independence allowed to the adolescent to

experience crisis and make a commitment. In contrast, a foreclosed adolescent is likely to have a family characterized by high cohesion. In this type of family, bonding is encouraged which makes it difficult for an adolescent to be independent and experience crisis. A commitment can be made or strongly guided by the opinions of parents.

In terms of its relationship to adolescent identity development, family cohesion was conceptualized on two dimensions; high or low-level. Although others have preferred a balanced versus extreme perspective, it seems appropriate to study the degree of family cohesion when the emphasis is placed on adolescent development. The interest is on adolescent development rather than the family system and its development.

In conclusion, achieving an identity is an important developmental task during adolescence. Erikson emphasizes the importance of experiencing crisis which is further elaborated by Marcia's classification system involving crisis and commitment. Both theorists agree that role experimentation is conducive to identity development. Processes involved in identity are a result of an integration of continuous learning throughout life. In addition, the interactions with significant others are vital to development. Two sources of interaction during this stage are those within the family (e.g. cohesion) and external to the family (e.g. work experience). Both sources play an important

role as the adolescent attempts to experiment with roles inside and outside of the family. Role experimentation provides the adolescent with opportunities and should be facilitated by an environment which encourages autonomy and provides support.

REVIEW OF LITERATURE

The empirical link between adolescent identity and work experience involves the conglomeration of various areas. To ensure a comprehensive literature review, it is necessary to divide the empirical research on adolescents into four main categories: identity status, the family, work experience and self concept. In general, the literature review indicates that work experience and family cohesion influence adolescent development.

IDENTITY STATUS

Research studying adolescent identity status have utilized and referred to the theoretical contributions of Erikson and Marcia. During the adolescent stage, identity formation involves attaining a sense of autonomy. For many adolescents, the family and especially the parents, are capable of promoting or deterring an individual from experiencing independence (Erikson, 1968). Therefore many studies on identity status have focused on its relationship to independence and parental influence (Adams & Jones, 1983; Bell & Bell, 1982; Oflofsky, Marcia, & Lesser, 1972).

Havighurst (1976) states that one of the developmental tasks during adolescence is to establish a certain degree of independence from parents and other adults. A study by Oflofsky, Marcia and Lesser (1972) focused on the relationship

between identity status and autonomy. Fifty-three male college students were administered Marcia's Ego Identity Status Interview and Edwards Personal Preference Schedule. Analysis of data indicated a significant difference between autonomy scores among subjects with different identity statuses. Foreclosure subjects had the lowest autonomy scores while identity achieved students scored higher than the other groups of identity statuses. Other studies have concentrated on identity status during adolescence and its relationship to concepts similar to independence. Specifically, locus of control and field independence have appeared in the literature. An internal locus of control is the degree to which an individual refers to his or her own beliefs and feelings in the decision making process. Similarily, field independence is a term used to describe those who use an internal frame of reference when interacting with others. A person who is field independent is more likely to rely on one's own values and beliefs rather than on external factors. Waterman, Beubel and Waterman (1970) studied internal-external locus of control in relationship to identity status. The results indicated that significantly more adolescents in the identity achievement and moratorium categories had an internal locus of control than those with a foreclosured or diffused identity status. A study of college women by Schenkel (1975) suggested that a positive relationship

existed between a cognitive style of field independence and identity status. Field-independence referred to one having a separate sense of identity. This type of person was able to distinguish oneself from others and was aware of one's needs and feelings. An internal frame of reference was developed which served as a guide for defining and relating to others. To test this relationship college women were administered the Embedded Figures Test and the Human Figures Drawing which determined field independence as well as Marcia's (1966) identity status interview. Analysis of variance was performed and the results indicated that identity statuses significantly differed in terms of degree of field independence. Achievement subjects were highest on the field-independent measures, followed by those in foreclosure, then moratorium, and finally diffusion subjects were most field-dependent. These two studies on autonomy indicate that a sense of independence is likely to be more prominant in people who have experienced commitment and crisis.

A second issue related to identity is the concept of motivation. During adolescence, one is often confused and vague about future direction and commitment. Adolescents begin a process of defining who they are and what they want to become. Those who begin to feel confident and sure about their identity are more likely to take an initiative in actions related towards those goals. Therefore, adolescents who are closer to achieving

a sense of identity and independence are more likely indicating this overtly through their motivation than those who still are vague about themselves and their future (Erikson, 1968).

Orlofsky (1977) dealt with identity status and achievement motivation in college men and women. The independent variable was identity status and the dependent variable was achievement motivation. Students were administered the identity status interview and a questionnaire on motivation. The study concluded that subjects in the achievement and moratorium categories scored higher in achievement motivation than those with a diffused and foreclosed identity status. By combining the literature on independence and motivation, it is suggested that adolescents who are identity achieved have a greater sense of autonomy and exemplifly this through motivation in their activities.

A third issue discussed when researching identity status is the role of parents during adolescent development. This issue is related to an adolescent striving for independence because it is the parent-child bond that is greatly affected during this process (Stierlin, 1974). The research on the adolescent-parent relationship is primarily divided into two areas. The first area deals with the way in which adolescents identify with their parents. Specifically this refers to how children view their

parents' ideas and whether they agree with them. The second area of research deals with the influence of parental childrearing attitudes and behaviors. In terms of parental identification, Jordon (1971) concluded from his study of parents and male college students that achievement and moratorium subjects viewed their parents as ambivalent to them. These students at times accepted their parents' points of view as well as disagreed with them in other situations. Their identification with their parents was viewed as both accepting and rejecting. In contrast, those who were foreclosed were very close to parents and thus viewed them as encouraging. Foreclosed adolescents agreed with their parents in many areas. Jordan's (1971) study suggests that those adolescents experiencing crisis do not totally accept nor totally disagree with their parents' viewpoints. This study supports the proposition that adolescents who experience crisis are more likely to have both accepting and rejecting relationships with their parents. This type of relationship which offers both autonomy and support promotes an adolescents' examination of themselves and their own viewpoints.

Other information regarding the role of parents can be extrapolated from research on childrearing practices. Adams and Jones (1983) conducted a study concerned with parenting style and its effect on adolescent development. They administered

high school female students a written version of Marcia's identity status interview and a questionnaire regarding their parents. The study indicated that identity achievement was associated with a parenting style which encouraged some autonomy and individuation in adolescents. Foreclosed adolescents viewed their parents as supportive and warm whereas diffused individuals saw their parents as encouraging an extreme degree of independence. In a similar study, Enright, Lapsley, Drives and Fehr (1980) differentiated between three types of parenting styles: democratic, autocratic, and permissive. The democratic parent encouraged the adolescent to contribute to discussions however had the ultimate decision and responsibility. The autocratic parent, in contrast, did not permit an expression of the adolescent's viewpoints. Finally a permissive parent was one who allowed the adolescent more influence than the parent during the decision-making process. The study indicated that a democratic parenting style was related more with identity achievement in male adolescents. In terms of identity achieved female adolescents, the autocratic style was predominant. Thus, this study suggested that at least for male adolescents, a parenting style which allowed for some independence was conducive to identity development. Adams (1984) studied the correlation between female adolescent identity development and parental rejection and withdrawal versus support and affection.

Over 200 college students and parents were involved in the study. Students were administered the Objective Measure of Ego-Identity Status. Parents and students were asked to report on parent-child relations via the Parent-Child Interacton Rating Scale, Cornell Parent Behavior Description and Parent Behavior Inventory. Analysis indicated that noncrisis daughters were likely to have withdrawn fathers and less companionship from mothers. In contrast, students experiencing crisis reported more supportive and affectionate relationships with their fathers. These studies support the theoretical propostion that parents play a vital role in adolescent identity develop mnt. In general, parents who encouraged a moderate degree of autonomy were identified with those adolescents who had successfully dealt with the identity crisis experience. This conclusion resulted from studies which involved the participation of male and female adolescents. However there is support that different parenting styles are associated with female versus male acheived adolescents. Generalizations are made with caution and emphasize the need for future studies to include both male and female adolescents.

A final issue that appears consistantly throughout the literature on identity status is the appearance of gender differences. It has been suggested that identity development is different for females than that experienced by males (Morgan &

Farber, 1982). A primary reason for this distinction is the difference in physical development (Erikson, 1968). However, another reason for this distinction is a result of the environment; specifically, changing cultural norms. In the past, females' identities were largely a result of their intimate attachment to males (Morgan & Farber, 1982). Presently, essential parts of a woman's identity are achieved independently and therefore are similar to how males achieve their identities. As a result, women are faced with an increasingly greater number of alternatives and therefore are placed in a position where confusion and struggle are inherent parts of choice (Morgan & Farber, 1982). However, past empirical findings support gender differences in the adolescents' process of identity formation. Studies have indicated that with ego developmental concepts such as decision-making and locus of control, males in the achievement and moratorium identity categories differ from those in the foreclosure and diffused statuses. In contrast, female subjects differ in their groupings. It is achievers and foreclosures versus moratoriums and diffusion (Marcia, 1980). Although the literature suggest that gender differences exist, the findings were drawn from studies using different populations and status interviews (Bourne, 1978). Therefore, the findings on gender differences should be used cautiously and an emphasis should be

placed on conducting studies which utilize samples of both genders and then test for differences.

In concluding the literature review on identity status, the issue of independence and the role of parents in fostering autonomy should be important to adolescent identity development. Research indicated that experiencing autonomy is strongly related to one having to initially face and than successfully deal with the crises presented during adolescence. The democratic parenting style which encourages a certain amount of independence is associated with male adolescents in the identity achieved status catagory. In terms of female adolescents, studies have reported that both an autocratic and democratic parenting style have been associated with achieved adolescents. This emphasizes the need for the inclusion of both male and female participants. The research suggests that males and females may have different experiences during identity development.

THE FAMILY

The family is most influential in the socialization process of a child (Hetherington & Parke, 1979). The family fulfills the majority of emotional and physical needs of a child. During adolescence, relationships with family members change as the individual attempts to define oneself (Muss, 1980). Conflict may arise as sources outside of the family become more involved

in the socialization process. Although family relationships undergo change, they still have an impact on adolescent growth.

The empirical literature has noted that certain conditions in a family environment are conducive to development. Specifically the concept of cohesion and its impact on an adolescent has been addressed (Olson, 1983). Family connnectedness, otherwise referred to as cohesion, is defined as the degree of emotional bonding between family members (Olson, 1976). Cohesion is viewed on a continuum ranging from enmeshed (extremely high cohesion) to disengaged (extremely low cohesion). Studies which have directly addressed the issue indicate that families which provide both connectedness and separateness function successfully with the situational and developmental crises of adolescence.

Russell (1979) conducted a study on families with female adolescents. The independent variable was family cohesion as defined by Olson (1976). The dependent variable was family functioning which was defined as the family's ability to handle situational and developmenal crises successfully. A multimethod approach including self reports, behavioral measures and a questionnaire were used to assess family functioning and cohesion. The self reports involved gathering information on whether the adolescent had ever considered running away. In addition, family members were asked to report on cohesion by

completing a questionnaire containing items from Marlow-Crowne and Bowerman social desirability scales. The families were also asked to participate in SIMFAM which was a family interaction game designed to provide behavioral data on adaptability, cohesion, support, and creativity. The findings indicated that families who were low on family functioning had either extremely high or low levels of cohesion. They concluded a moderate degree of family cohesion was associated with famlies who successfully dealt with the crises of this developmental period. An extensive research study which involved the participation of over 200 families with a male or female adolescent had similar findings (Olson, McCubbin, Barnes, Larsen, Mussen, & Wilson, 1983). Parents and adolescents were administered twelve major research scales including the Family Adaptability and Cohesion Evaluation Scales II, Family Strengths, and Family Satisfaction. The results indicated that families offering both closeness and distance reported a higher level of family satisfaction, family pride and quality of life. Both of these studies indicate that families who have a moderate level of cohesion, which allows for both autonomy and dependence, are best able to deal with the stress resulting from having an adolescent in the family. Similar findings were found in the literature on parental influence on adolescent identity development.

The positive effect of the family on adolescent development

has been addressed directly. Bell and Bell (1982) focused on the influence of family climate on adolescent functioning. A two hour structured interview developed around the Moos Family Environment Scale was used to assess the family climate while adolescent functioning was determined by the California Psychological Inventory and the Loevinger's sentence completion measure of ego development (Bell & Bell, 1982). The results indicated that there were certain aspects of the family environment which were related to a healthy functioning adolescent. These components were respect for each individual's point of view, high levels of initiative, and a sense of both separateness and closeness. This involved respect for individual autonomy and a demonstrated level of togetherness.

The literature supports the proposition that an adolescent's family experiences influence individual development. Research on family cohesion, which is the degree of emotional bonding, was emphasized. Studies which involve the participation of families with male or female adolescents reported that both bonding and independence were associated with a healthy functioning adolescent as well as families which were able to successfully deal with the crises at this stage (Russell, 1979; Bell & Bell, 1982). Both a sense of separateness and connectedness from the family allows for a certain degree of autonomy in individuals. Thus the literature

on the family supports the proposition that a degree of independence is conducive to adolescent development. However, environmental experiences outside of the family which promote independence should also influence adolescent development. One such experience is an adolescent's participation in the world of work.

WORK EXPERIENCE

Work experience plays a major role in adolescent development (Super, Starishovky, Matlin, & Jordaan, 1963). A major advantage of this experience is that it allows an adolescent to try new and different roles. This process of role experimentation provides individuals with the opportunity of learning about the many roles available as well as testing which ones are and are not suitable. An adolescent participating in a business also has the opportunity to learn about the world of work. This experience may assist the individual in deciding on an occupational direction (Super, Starishovky, Matlin, & Jordaan, 1963). In addition, being employed and receiving payment for services encourages independence and responsibility (Cole, 1980). Role experimentation, a sense of autonomy, and achieving an occupational ideology are vital to adolescent development (Erikson, 1968).

Empirical studies on the early experience of work focused specifically on its advantages and disadvantages to adolescents.

Cole (1980) interviewed part-time working adolescents and came to the conclusion that there were many benefits as a result of the experience. These individuals said they had gained a practical knowledge about work, learned how to manage their money and time, and saw how the business world functioned. Adolescents also indicated that working gave them a sense of power and independence. Steinberg, Greenberger, Jacobi and Garduque (1981) studied the relationship between work experience and an individual's social-cognitive development. The findings indicated that work involved the adolescent in advanced roletaking, increased their understanding of interpersonal relations, facilitated the detachment process from the family, and therefore encouraged independence. This literature on work suggests that there are four basic advantages to early work experience: independence, improved social interaction skills, increased roletaking, and practical knowledge about business and work.

Attaining a sense of independence, role experimentation, and knowledge about work is vital to identity development. Identity formation usually involves an exploration and experimentation of different roles (Mitchell, 1975). A certain amount of independence is required when an adolescent moves through this process. One area in which this has an important influence is the development of a vocational identity (Erikson,

1963). Learning about the business world through work experience allows an adolescent to experiment with roles and assist in defining a work ideology. Gaining knowledge about work also assists in the development of the self. An adolescent's perception of self is related to vocational growth (Super, Starishovky, Matlin, & Jordaan, 1963). This process also involves an exploration of roles which is facilitated by work experience. Adolescents who gain autonomy and knowledge about business through work experience are probably more capable of successfully dealing with the processes involved in identity development.

The empirical literature presented on early work experience has focused on those adolescents holding a part-time position (Cole, 1980; Steinberg, Greenberger, Jacobi, & Garduque, 1981). The advantages of this experience relevant to identity development are role experimentation, independence and knowledge about work. However, adolescents can also participate in the work world through their involvement in a family business. Although both types of experiences involve work, there are differences between having a part-time position and participating in a family business.

FAMILY BUSINESS

The family business involves the participation of family members in contributing to the continuation and sustenance of

the business. The majority of family businesses are involved in either retail or manufacturing and services (Leicher & Mitchell, 1978). These types of operations tend to be on a small scale and usually employ less than five people (Leicher & Mitchell, 1978). As a result, all family members are expected to assist with producing the income while maintaining family roles and responsibilities (Glenn, 1983). This means that an individual not only holds an employee position in the business but also simultaneously is a member of that family. The business-operating family is unique because there is not a clear boundary between the family and occupational systems (Berkowitz & Perkins, 1984; Glenn, 1983).

To facilitate our understanding of the family business, the findings from studies on farm families are also included. Although empirical research linking the two was not available, a theoretical comparison of families operating a business versus a farm indicate that there are similarities (Berkowitz & Perkins, 1984; Rosenblatt & Anderson, 1981). Specifically the similarities are the large degree of togetherness, commonality of business goals and the integration of work and family life (Berkowitz & Perkins, 1984). Two issues are relevant when discussing the family business, family farm, and adolescent development. They are mutual dependency and parental involvement in the socialization of work attitudes.

Kohl (1976) studied farm families in South Western Saskatchewan. This was a longitudinal study beginning in 1962 and ending in 1971. Data collection primarily consisted of interviewing approximately 400 people from 170 households. Other methods included participant observation and official records. The interviews focused on family roles and obligation, expectations of children and history of the family enterprise. Kohl (1976) had some observations on the relationships and roles between parents and their children. For one, adolescents and children are an important source of labor in a family business (Kohl, 1976). This results in a form of mutual dependency between parent and child. Parents rely on their children for their contribution to the family economy which makes it difficult for them to allow an adolescent to break away from the business (Rosenblatt & Anderson, 1981). Thus the family business allows for less independence for adolescents. Another study by Salamon and Markan (1984) commented on the sense of mutual dependency between parent and child. Thirteen farm families from Illinois were studied during 1980-1981. Methods of data collection included semistructured interviews, genealogical and land histories, and participant observation. Salamon and Markan (1984) observed that if an adolescent is a salaried employee, there is a dependency on the parents for income (Salamon & Markan, 1984). Mutual dependency in family

business may inhibit an adolescent from gaining a sense of autonomy. Adolescents who chose to work off the farm had a sense of self-worth and independence not available at home (Rosenblatt & Anderson, 1981). Thus adolescents participating in a family business may have a minimal sense of autonomy which may affect their development.

Parents in a family business also play a role in socialization of work attitudes in their children (Kohl, 1976). In these families, parents have more direct contact with their children in the work environment. As a result, they have a greater influence in promoting attitudes regarding business and responsibility (Rosenblatt & Anderson, 1981). For example, parents may be more influential in teaching their children the value of completing work assignments, of being responsible and how to pace one's work. Thus another characteristic of the family business is the role of parents in promoting work attitudes and responsibilities.

In terms of adolescent development, participation in a family business has advantages and disadvantages. The advantage is that children begin to develop their work ideologies at an early age (Kohl, 1976; Rosenblatt & Anderson, 1981). There is an opportunity to learn about the business world and develop attitudes conducive to fulfilling an adult vocational role and hence achieving an identity. The disadvantage for children in a

family business is that it may inhibit adolescents from developing a sense of autonomy. This type of adolescent may have less opportunity for experimenting with roles. Since both of these issues are influential in adolescent development, it will be an interest of this study to see how they affect identity status and self concept.

A COMPARISON BETWEEN IDENTITY AND SELF CONCEPT

The theoretical and empirical literature relating identity status to self concept has concentrated on three basic areas. By focusing on these aspects there are obvious empirical connections between identity formation and self concept. The research on self concept and identity status both emphasize that development during this stage involves both stability and change, is influenced by parents, and finally development differs with regards to gender.

The first similarity is concerned with the issue of change and stability. Theoretically, identity formation states that change should be apparent during adolescence. The empirical research indicates that there is both change and stability in the adolescents' self concept (Dusek & Flaherty, 1981). It further adds that change occurs when adolescents are faced with dramatic situations involving issues especially relevant during this developmental stage. Specifically mentioned were graduation and changing parental relationships (Dusek &

Flaherty, 1981). Many of the experiences which create instability are related to some extent to an adolescent gaining independence. Studies focusing on adolescent identity status have also discussed the role of independence. Schenkel (1975), as reported earlier concluded that students who differed in terms of identity status had varying degrees of field independence. Achieved individuals were highest in terms of field independence while diffused had the lowest scores. Thus independence is a factor in distinguishing between adolescents with varying identity status and various levels of self concept.

Identity development and self concept similarily discuss the importance of parents. Both suggest that a certain degree of independence facilitates adolescent development. Identity status literature have focused on the degree of identification and varying parenting styles. Jordan (1971) reports that foreclosed adolescents are highly influenced by their parents. In comparison moratorium and achieved are characterized by independence of parental values and are more dependent on the experiences as a result of crisis. In terms of parenting style, both male and female identity achieved adolescents were associated with democratic parents who encouraged some independence and individuality (Adams & Jones, 1983; Enright, Lapsley, Drives & Fehr, 1980) In addition, achieved females were also correlated with autocratic parents (Enright, Lapsley,

Drives & Fehr, 1980). Diffused adolescents, in contrast, had parents who were permissive and allowed an extreme degree of autonomy. Self concept is similar in that adolescents with higher standings have some degree of independence from their parents (Coopersmith, 1967). Specifically these parents were accepting, had consistent disciplining and encourages some autonomy in decision making. Thus empirical literature indicates that parents play a vital role in the development of an adolescents identity and self concept.

A third linkage between the two concepts is that both empirically have displayed gender differences. Self concept and identity development have indicated that their processes are different for females than for males. In terms of identity status, male and female adolescents differ in terms of their groups. For example, male subjects are dichotomized into two groups. The first group are those who are either achieved or in moratorium. The second group consists of foreclosed or diffused male subjects (Marcia, 1980). In the case of female adolescents, the groups consist of those who are achieved and foreclosed. The second group are those female adolescents who are in moratorium or diffused. The second gender difference is with respect to parenting styles. Male identity achieved individuals were associated with democratic parents whereas female counterparts had more parents with an autocratic or

democratic style (Enright, Lapsley, Drives & Fehr, 1980; Adams & Jones, 1983). Gender differences are also observable in the empirical literature on the self concept. In past studies, male adolescents have had higher self concepts than females (Sherrifs & Mckee, 1957). However, more recent studies have noted an increase in self concept scores with those adolescent females who have a high degree of assertiveness and reject sex-role stereotyping (Tolor, Kelly, & Stebbin, 1976). Although this study included both male and female adolescents, it did not report differences across gender. An implication of this finding is that differences between males and females are possibly changing. Thus the empirical literature on identity and self concept have both demonstrated that gender differences may exist. This suggests that aspects of adolescent development may differ between the genders which may be due to external influences such as the family and in general society. However caution is used in reporting these results since some studies included the participation of one gender.

Three studies directly tested the relationsip between self concept or self esteem and identity status. Marcia (1967) was interested in the existence of a positive relationship between self-esteem and identity status. The procedure initially involved subjects being administered Marcia's (1966) identity status interview. Subjects completed a self-esteem

questionnaire before and after the manipulation of positive and negative feedback. Marcia (1967) was interested in whether adolescents in different identity status categories varied with regards to the effect of the feedback. It was also hypothesized that people high in identity status would have less change in self-esteem after being given a false personal evaluation. Approximately 86 male college students were told by the experimenter that an exercise given was a measurement of academic success. Subjects randomly received either positive or negative feedback as to how well they had done on the questionnaire. The results indicated a nonsignificant relationship between the initial self-esteem scores and identity statuses. However it was reported that achieved and moratorium subjects were less affected by the feedback manipulation. Marcia (1967) concluded that the results were in the expected direction. A subsequent study by Fannin (1979) was interested in whether a composite predictor of sex-role attitudes, work-role salience, atypicality of college major and self-esteem differentiated among identity status groups. The instruments used were the Identity Status Incomplete Sentences Blank, Attitudes toward Women Scale, a career salience questionnare, and Rosenberg Self-Esteem Scale. It was found that a combination of all four predictors significantly varied among identity statuses. Fannin was also interested in whether

a single predictor was more influential in differentiating between identity statuses. Further analysis indicated that self-esteem was not a significant contributor to producing the differences. A third study by LaVoie (1976) concentrated on the relationship between identity and self concept in junior and senior high school students. One hundred and twenty male and female students completed the Ego Identity Status Scale and the Tennessee Self Concept Scale. Results indicated that self concept was significantly different for high versus low identity subjects. Self concept was more positive among students characterized by high identity. The few studies directly assessing the relationship between self concept, self-esteem and identity status are inconclusive, but do point towards a positive relationship between identity and self concept.

The literature review on self concept and identity status suggest that there are similarities. An environmental condition which assists an individual through this stage and influences both self concept and identity, is the presence of parents who encourage moderate independence. The second similarity is that both stress the possibility of gender differences. Although comparisons between the research on these two concepts indicate similarities, findings from studies focused on establishing a link have been inconclusive. In addition, research in this area has been sparse. Therefore this study further examines this

linkage.

SUMMARY

The main task during adolescence is to achieve a sense of identity. Self concept is similar to identity because it also deals with determining who one is and what one will become. The empirical literature on identity and the self concept emphasizes the importance of an adolescent gaining a sense of independence. Experiences both inside and outside the family contribute to adolescents achieving autonomy. Specifically parents who encourage a moderate degree of independence are associated with achieved adolescents and those with higher self concepts (Adams & Jones, 1983; Coopersmith, 1967). An application of Olson's Circumplex Model suggests that an indicator of a family's influence in promoting independence is the degree of family cohesion.

Experiences outside of the family also facilitate a sense of autonomy. In particular an adolescent's participation in the work world is emphasized. This involvement may occur in two ways. First an individual may hold a part-time position outside of the family. This experience provides the adolescent with the opportunity to learn about work and also promotes independence (Cole, 1980). A second way of gaining work experience is through the participation in a family business. Although this experience allows an individual to learn about the work world,

it tends to create dependency between parent and adolescent. Therefore experiences both inside and outside the family during adolescence are predicted to be influential in promoting independence and eventually attaining a sense of one's identity.

HYPOTHESES

As a result of the subsequent literature review on identity status, family cohesion, work experience and self concept, the following null hypotheses were stated. For the first six hypotheses, identity status was the dependent variable. Work experience, family cohesion and gender were the independent variables. For the last hypothesis, the independent variable was identity status and the dependent variable was self concept.

1. There will not be a significant difference between crisis versus noncrisis identity statuses for adolescents with varying work experience.

2. There will not be a significant difference beteen commitment versus noncommitment identity statuses for adolescents with varying work experience.

3. There will not be a significant difference between crisis versus noncrisis identity statuses for adolescents with varying degrees of family cohesion.

4. There will not be a significant difference between commitment versus noncommitment identity statuses for adolescents with varying degrees of family cohesion.

5. There will not be a significant difference between crisis versus noncrisis identity statuses for adolescents of different genders.

6. There will not be a significant difference between commitment versus noncommitment identity statuses for adolescents of different genders.

7. There will not be a significant difference in the degree of family cohesion between adolescents with varying work experience.

8. Self concept scores will not be positively correlated with identity status.

To facilitate testing the hypotheses, the following operational definitions of identity status, family cohesion, work experience, and self concept were utilized. One's identity status is determined by the degree of crisis and commitment in the three areas of politics, religion and occupation. It was determined by the Objective Measurement of Ego Identity Status (Adams, Shea, & Fitch, 1979). Family cohesion is defined as an individual's perception of the degree of emotional bonding between oneself and one's own family and was determined by FACES II (Olson, Portner, & Bell, 1982). Work experience was determined by a criteria which distinguished whether an adolescent was considered as part-time working, working in a family business, or non-working. The criteria for the three categories were:

part-time working - those who at the time of the study worked regularly in a business or had worked there during the past year
- those who received a regular wage
- those who worked between 3-20 hours per week

non-working
- those who at the time of the study had not previously worked at a part-time position
- those who presently chose not to work

family business
- those who at the time of the study worked regularly in a business with other family member or those who had worked there during the past year
- those who worked between 3-20 hours per week

Students who have worked in the past but did not fulfill the time criteria were not included in the study. Self concept is defined as an individual's perception of who one is, what one does and how one believes others view oneself. It will be determined by the score resulting from the Tennessee Self Concept Scale (Fitts, 1965).

METHODS

SUBJECTS

Male and female subjects between the ages of 14 and 18 years of age were asked to participate in the study. All potential subjects were students enrolled in the Edmonton Public High School System during the Fall of 1984. Schools were chosen on the basis of general socioeconomic status as determined by the school board as well as the schools' location in the Edmonton region. Three schools were chosen which were classified by a low, middle and high socioeconomic standing. As well, the schools were located in different areas of the city. Prinicipals from two of the three schools agreed to participate in the study. Both of these schools were considered to be of average size; approximate enrollment was 1000 students per school. Both schools permitted classes in grades 10, 11, and 12 to be approached. It was requested that students be in classes which taught the core subjects of either Mathematics, English, or Social Studies. Prinicipals from both schools chose 8 classes; three from grade 10, three from grade 11 and two from grade 12. Six were English classes; one was a Mathematics class and another was a Social Studies class. This involved a total of 185 students. The age ranged from 14 years to 18 years with a mean age of 16.3 years. Approximately 62% of the subjects were male while 37% were female. Of the 185 students apprached,

146 fell into one of the three work catagories.

Further demographic information was collected on socioeconomic status and family structure. Socioeconomic standing was determined by using a coding method of occupations (Pineo & Porter, 1973). In terms of fathers employment status, 60.5% of the entire sample had a low-middle socioeconomic standing. Ten percent had a low socioeconomic standing while 5.9% were considered to be in the high socioeconomic category. In terms of education, approximately half of the students' fathers had completed grade 12. Over one-third of the students had mothers who were housewives, while 60% of the mothers were employed. Those who were employed had occupations which were considered as also having a low-middle socioeconomic standing. The family structure of students varied including biological, adopted, blended and single parent families. The majority (55.1%) were living with both natural parents. Twenty-two percent of the students were living with single parents, particularily mothers. These statistics do not deviate from the norms for Canada or Alberta (Minister of Supply and Services, Canada, 1984).

Students belonging in any of the three work experience categories were determined through the Demographic/Work Questionnaire. One hundred and forty-six students fulfilled the work criteria and were placed in one of the three work

categories. Approximately 49% (n=91) of these students were working, 9.7% (n=18) were in the family business category and 20.0% (n=37) fulfilled the criteria for nonworking. Of the ones not used, 5% (n=9) of the students were past workers who did not fulfill the time criteria of one year. Approximately 9.2% (n=17) of the students were past workers who did not provide information regarding their work experience, and therefore were not placed in the work category. The remaining 4.3% (n=8) of the students were volunteers or students who worked in both a family business and also held a job outside of the family. Thus, students who were not included in the study (i.e. out of study group) were those who did not meet the time criteria, or did not provide enough work experience information, or who were volunteers, or those who had jobs both inside and outside of the family (see Appendix A).

MATERIALS

The materials utilized in this study included three previously established questionnaires. These are the Objective Measurement of Ego Identity, FACES II, and the Tennesse Self Concept Scale. In addition, a questionnaire was developed by the researcher to gather demographic and work experience information.

IDENTITY STATUS. The Objective Measurement of Ego Identity Status (OM-EIS) was developed by Adams, Shea and Fitch (1979).

The instrument is used to assess an individual's identity status according to Marcia's (1966) paradigm. Its development is a direct result of Marcia's Identity Status Interview which is the instrument most commonly used to assess identity status (Bourne, 1978). Questions which were used in Marcia's interview were altered to suit the format of a written questionnaire. The OM-EIS offers four strengths. First it has a direct relationship to Marcia's classification of identity status. Secondly, the OM-EIS overcomes the problems which are apparent when using an interview method. It deals with the problems of time involved in administration which affects the assessment of Marcia's identity status. Thirdly, OM-EIS is easier to administer both from a research and participant standpoint. Finally, although OM-EIS was developed relatively recently, it has displayed reasonable reliability and validity.

The OM-EIS consists of 24 randomly arranged items which assess occupational, political and religious attitudes. Each of the four identity statuses is represented by six statements. These six statements consist of two items each for occupation, politics, and religion. Subjects indicate on a five-point Likert scale the degree to which the statement is similar to their self perception. Items are scored by assigning a value of 6 for "strongly agree" while the "strongly disagree" response has a value of 1. Identity status scores are calculated by

totalling all 6 items representing that particular status. The scores for each identity subscale can range from 6 to 36. The subscale scores are then compared to cutoff points. For example, the cutoff point for the moratorium subscale is 21 while the cutoff for the diffusion subscale is 19. The subscale which surpasses its given cutoff point represents an individual's identity status. To determine which participants have experienced crisis or commitment depends on their placement in one of the four identity statuses. In terms of crisis versus noncrisis, adolescents with acheived or moratorium identity status were placed in the crisis category whereas foreclosed and diffused were placed in the noncrisis category. Likewise in determining committed versus noncommitted adolescents, those with achieved or foreclosed identity statuses were considered committed whereas those who were in moratorium or diffused were referred to as noncommitted.

The OM-EIS has demonstrated both validity and reliability. In terms of reliability, Adams, Shea and Fitch (1979) used the instrument with approximately 50 freshman college students. A composite reliability score (internal consistency) of .76 was reported. In addition, test-retest reliability over a two-week period of .93 was indicated in the same study. Research utilizing OM-EIS has demonstrated both construct and concurrent validity. In terms of the former, Adams, Shea and Fitch (1979)

compared the placement of college students in identity status catagories using the Incomplete Sentence Blank (ISB), Marcia's Identity Status Interview, and the OM-EIS. The ISB was the dependent variable and was used as the primary validation source in this study. Comparisons were made between the results from the ISB and Marcia's interview. A one-way ANOVA on the four identity statuses from the interview on ISB revealed F=13.55. Another comparison between the OM-EIS and ISB resulted in a similar finding. Finally comparison between Marcia's interview and OM-EIS suggested similarities in identity status. Specifically placement according to the interview method was compared with scores from the OM-EIS for each status. Use of the multiple range test revealed that achieved and foreclosed subjects had a significantly lower OM-EIS diffusion score. In addition foreclosed students had a significantly higher foreclosure score than the others. Diffused and moratorium adolescents had a greater moratorium score. Finally although there was not a significant effect for the achieved categories, there were observed mean differences in the expected direction. That is, uncommitted adolescents scored lower on the achievement scale than the committed ones. Thus the study indicated that students placed in identity status categories were similar on Marcia's interview, the OM-EIS, and ISB. With respect to concurrent validity, the OM-EIS differentiated between

adolescents of different ages (Adams, Shea, & Fitch, 1979). A greater number of younger adolescents were found to be diffused whereas there were more older adolescents who were in a state of moratorium. As well, Adams and Jones (1983) compared different parenting styles and adolescent identity statuses. Adolescents with different identity statuses had parents with varying discipline styles. Thus, the OM-EIS has indicated both validity and reliability (see Appendix B).

FAMILY COHESION. The degree of perceived family cohesion is measured by FACES II which is a modification of the Family Adaptability and Cohesion Evaluation Scores (FACES). FACES is a self report instrument developed by Olson, Bell, and Portner (1979) and designed to empirically assess the two dimensions within the Circumplex Model; cohesion and adaptability. FACES was shortened and simplified from one hundred eleven items to the 30 items present in FACES II (Olson, Portner & Bell, 1982).

FACES II is a 30-item self report scale consisting of 16 cohesion items and 14 adaptability items. Subjects indicate on a five-point Likert scale whether their perception of their family is most like or least like the given statement. The degree of family cohesion, as perceived by the individual, is calculated by mathematical formula combining the responses (see Appendix C).

Studies using FACES II have indicated satisfactory levels

of both reliability and validity. In terms of internal consistency reliability, an alpha score of .87 for cohesion was reported. A test-retest reliability over a four week period of .83 was reported in a study involving university and high school students. Research utilizing FACES II has demonstrated construct validity. A sample of over two thousand involving both parents and adolescents were administered FACES II. A factor analysis limited to two factors was performed which demonstrated cohesion items loaded heavily on one factor while adaptability items loaded mainly on the other factor.

SELF CONCEPT. The Tennessee Self Concept Scale (TSCS) developed by Fitts (1965), was constructed primarily to access the various components of an individual's self concept. This scale is appropriate for the purposes of this study for the following reasons. First, the scale interconnects all the major aspects of self concept (Botton, 1979). Second, the instrument displays a satisfactory degree of reliability and validity. Finally, TSCS has been used in studies on adolescence (Thompson, 1972).

The TSCS is a scale consisting of 100 self-descriptive statements (Fitts, 1965). Subjects are to indicate the degree to which the statement is a description of themselves by circling their response on a 5-point Likert scale. The scale ranges from 1 to 5. As well, items are phrased half positively

and half negatively to control response bias.

The development of TSCS depended on the judgement of seven psychologists. Statements were included in the scale if all psychologists agreed as to its placement in a classification system. The classification system consisted of two categories. The first category referred to an internal frame of reference: identity, self satisfaction, and behavior. Identity referred to the individual's perception of what the person is. Self satisfaction included those items which described how a person felt about oneself. The behavior component included those statements which described what an individual does or how one acts. The second category focused on an external frame of reference: physical, moral-ethical, personal, family and social. The physical aspect referred to physical attributes such as state of health and appearance. The moral-ethical items pertained to an individual's sense of morals and attitudes towards religion. Personal items referred to an individual's perceived worth, adequecy, self respect and confidence. The family component was concerned with the relationship one perceived that one has with family members. Finally an individual's perceived relationships with others in general was a concern.

The scores resulting from TSCS are varied and complex. Twenty-nine possible scores are available to the researcher. A

profile sheet was developed to access the different scores. For the purposes of this study, only one type of score was emphasized. In general, positive scores are an indication of how much the self is liked, respected and valued. There is a total positive score which is an overall measure of self concept as well as separate scores for an internal and external frame of reference. The total positive score ranges from 150 to 450 while the subscale scores vary from 20 to 150. A higher score compared to a lower score represents a more positive self concept.

In terms of reliability, Fitts (1965) reported the following test-retest reliability coefficients following a two-week administration to college students: total self-regard equalled .92; reliability between rows varied from .88 to .91; reliability between columns varied from .85 to .90. These statistics indicate that TSCS is a reliable instrument. In addition, two types of validity have been indicated: predictive and construct. In terms of predictive validity, Fitts (1965) studied the relationship between TSCS scores and work-inhibitedness verus non-work inhibitedness in males between the ages of 20 and 60. Work inhibited males were characterized by frequent job hopping, long periods of unemployment and work adjustment difficulties (Tiffany, Cowan, & Shontz, 1969). The data indicated that there was a significant difference in TSCS

score between the two groups. The non-work inhibited group had a higher TSCS score. Studies indicating construct validity reported positive relationships, between TSCS scores and other related measures. For example, Bealmer, Bussell, Cunningham, Gideon, Gunderson and Livingston (1965) found a positive correlation between responses from the "Who am I" Test and self concept scores. Thus these studies suggest that TSCS is a valid and reliable instrument (see Appendix D).

DEMOGRAPHIC & WORK QUESTIONNAIRE. A questionnaire was developed to gather demographic information such as age, sex, school grade, parents' occupation, and family structure. In addition, a second part of the questionnaire focused on aspects of work for those who are employed either inside or outside of the family. These questions focused on the reasons why adolescents chose to work, the number of hours worked, and what they gained from the experience. Those adolescents who chose not to work were given a similar questionnaire, however the questions were focused on their general activities both inside and outside of school (see Appendix E).

PROCEDURE

The researcher entered the chosen classes as scheduled and briefly explained the study to the group of students. The description was limited to minimize bias. Students were told the study involved two parts. The first part involved the

Demographic and Work questionnaire. The second part consisted of the three remaining questionnaires. Both sections involved students giving a written response. The majority of the answers were placed on computer forms. Students were asked to complete the Demographic and Work questionnaire first. This was collected after all students had indicated they were finished. The Objective Measurement of Ego Identity Status (OM-EIS) and FACES II was administered to all participants. To deal with the problem of response bias, the two instruments were arranged in a packet in two different orders. During each session there was a random distribution of the two packets. The Tennessee Self Concept Scale (TSCS) was always administered following the completion of all other questionnaires.

The major hypotheses dealt with the relationship between work experience, identity status and family cohesion. Thus the questionnaires dealing with these concepts had priority and therefore were administered first. If time permitted the TSCS was given. Due to the restriction of class time, the TSCS was only administered in one school. All questionnaire packets were collected when all students were finished or approximately 10 minutes prior to the end of the class. The researcher verbally debriefed the participants. They were asked not to share their experience with others who had not yet been included in the research and were then thanked for their participation.

Most of the subjects required approximately 50 minutes to complete all questionnaires, excluding the TSCS. Those students who also completed the TSCS spent approximately 70 minutes.

DESIGN

This study was designed as a static group comparison utilizing questionnaires. During primary analysis, the naturally occurring independent variables were the degree of work experience, family cohesion and gender. The dependent variable was identity status. Since identity status was a nominal variable, the analysis was restricted to nonparametric statistics.

DATA ANALYSIS

Loglinear analysis was chosen as the primary form of analysis. It is a statistical procedure which provides a regression-like equation for categorical dependent variables (Gilbert, 1981; Knoke & Burke, 1980). Loglinear analysis attempts to fit a number of statistical models to the existing data (Gilbert, 1981). Loglinear analysis proposes that in research two worlds exist. The first is the imaginary world or that which is based on theory and previous research; this is the basis for proposing hypotheses. The second, is the real world which is represented by the existing data. With loglinear analysis one attempts to put these two worlds together by finding the theoretical model which best fits the existing data

(Gilbert, 1981). The kind and number of theoretical models available for analysis depends on the number of variables in the study. The first step in determining the best fitting model is to test a model containing all possible variables (Knoke & Burke, 1980). This is called the a saturated model. Analysis of the saturated model involves determining which effects are significant. For instance, a study with two variables (A & B) has three effects. They are main effects for A and B, and an A by B interaction effect. One tests all possible effects and those which are significant belong in the best fitting model. The statistic which indicates which effects are significant are "Z-scores". Each effect has a corresponding Z-score. The highest models whose components are a combination of significant effects are then processed. For instance, in the model with two independent variables A and B where only the A main effect was significant, the best fitting model contains only the A variable main effect. However, if an AB interaction is significant, then the best fitting model would contain the A and B variable interaction effect as well as the A main effect and B main effect. Once the best fitting model has been determined, further analysis consists of numerical transformations of the model's coefficents. The model coefficents are a type of statistic available from the computer procedure of loglinear analysis. A model coefficient is available for each effect.

Through mathematical computations, "odds ratios" and a regression-like equation are eventually produced. These odds are then interpretable in terms of indicating the strength of a particular effect. For example, if the odds of the A work effect is 2.0, this indicates that individuals were found to be working twice as often as nonworking.

There are two approaches within loglinear analysis. The first, general log-linear analysis, does not distinguish between independent and dependent variables. In contrast, the logit approach requires specifying one variable as the dependent variable and other variables as independent. To facilitate the testing of hypotheses presented in this study, the logit approach was chosen with identity status as the dependent variable and work experience, family cohesion and gender as independent variables.

Loglinear analysis requires a minimum frequency of five per cell for models with more than one independent variable. This requirement limited the hypotheses that could be tested in this study. Only two basic logit models were possible. The first model tested the effect of work experience and family cohesion on identity status. The second model tested the effect of work experience and gender on identity status. In addition, all variables involved had to be analyzed as a dichotomy. Specifically, identity status was dichotomized into two

categories. One was crisis versus noncrisis and the other was commitment versus noncommitment. The crisis identity category included identity achievement and moratorium while the noncrisis identity category consisted of those who were foreclosed or identity diffused. The commitment identity category consisted of those adolescents who were achieved or foreclosed while the noncommited identity category were those who are in moratorium or diffused. This resulted in two separate operational definitions of identity status and therefore two dependent variables. Each one was used in the two models thus leading to four models being tested. The family cohesion variable was dichotomized according to high and low degrees of family cohesion. The rationale for dichotomizing family cohesion into a high versus low group is based on the theoretical rationale of the study. A focus was to determine the relationship between the amount of independence from the family and adolescent identity status. High family cohesion consisted of those families who were either enmeshed or connected while low family cohesion included disengaged or separated families. Finally analysis of the work experience variable required concentrating on the effect of part-time working versus non-working. Family business workers were not included in the logit model due to the cell frequency requirement and the presence of many empty cells. Loglinear analysis is not appropriate with models containing

more than a few empty cells.

Each of the four models produced a three-way table with four possible effects. The effects were the main effect for the independent variable A, main effect for the independent variable B, and the interaction between A and B. All of these effects are included in the saturated models as they were processed through the data for the four basic logit models (see Table 1).

In addition to loglinear analysis, chi-squared statistics were used to determine the relationship between identity status and family business work experience. Again, identity status was dichotomized into the two variables of crisis versus noncrisis and commitment versus noncommitment.

Finally, the analysis used to determine the relationship between identity status and self concept was linear regression. The dependent variable was self concept and the independent variable was identity status. Identity status was dicotomized again into the two variables of crisis versus noncrisis and commitment versus noncommitment.

Table 1: Saturated Models and Effects to be Tested

Model #	DEPENDENT VARIABLE: Identity Status	INDEPENDENT VARIABLE A	INDEPENDENT VARIABLE B	INTERACTION BETWEEN VARIABLES A & B
1	crisis versus noncrisis	work experience	family cohesion	work experience and family cohesion
2	crisis versus noncrisis	work experience	gender	work experience and gender
3	commitment versus noncommit-ment	work experience	family cohesion	work experience and family cohesion
4	commitment versus noncommit-ment	work experience	gender	work experience and gender

RESULTS

Loglinear analysis provides frequency tables with each of the saturated models tested (see Tables 2, 3, 4, 5). The crisis versus noncrisis models had a sample size of 92 while the sample size of commitment versus noncommitment models was 96. Further analysis of the frequencies tables was possible only for the saturated model containing significant Z-scores.

The four saturated models were tested and Z-scores were analyzed for significance. Only one of the saturated models contained effects which reached one-tailed significance at the .05 level. Further analysis of this logit saturated model indicated that the strongest effect was work experience on crisis identity status.

The three models which did not contain significant Z-scores can be found on Table 6. These were crisis versus noncrisis by work experience and gender (2), commitment versus noncommitment by work experience and family cohesion (3), and commitment versus noncommitment by work experience and gender (4). Since Z-scores were not significant, further analysis on these three models is not necessary. The data does not fit these models and therefore does not support the corresponding hypotheses.

The logit saturated model which did contain significant Z-scores was crisis versus noncrisis by work experience and family cohesion (see Table 7). Specifically the main effect of

Table 2: Frequencies of Saturated Model #1

	NONWORKING			WORKING			
	Family Cohesion			Family Cohesion			
	Low	High	Total	Low	High	Total	TOTAL
CRISIS	10.8%	8.7%	19.5%	19.6%	13.0%	32.6%	52.0%
NON-CRISIS	2.2%	7.6%	9.8%	27.2%	10.8%	38.0%	47.8%
TOTAL	13.0%	16.3%	29.3%	46.7%	23.9%	70.6%	100.0%

Note . Cell frequencies in percentages of total sample size (n = 92)

Table 3: Frequencies of Saturated Model #2

	NONWORKING			WORKING			
	Gender			Gender			
	Male	Female	Total	Male	Female	Total	TOTAL
CRISIS	9.4%	9.4%	18.4%	18.7%	12.5%	31.2%	50.0%
NON-CRISIS	6.2%	5.2%	11.4%	26.0%	12.5%	38.5%	50.0%
TOTAL	15.6%	14.6%	30.2%	44.8%	25.0%	69.8%	100.0%

Note . Cell frequencies in percentages of total sample size (n = 96)

Table 4: Frequencies of Saturated Model #3

	NONWORKING			WORKING			
	Family Cohesion			Family Cohesion			
	Low	High	Total	Low	High	Total	TOTAL
COMMITMENT	2.2%	2.2%	4.4%	7.6%	2.2%	9.8%	14.1%
NON-COMMITMENT	10.7%	14.1%	24.8%	39.1%	21.7%	60.8%	85.9%
TOTAL	13.0%	16.3%	29.3%	46.7%	23.9%	70.6%	100.0%

Note . Cell frequencies in percentages of total sample size (n = 92)

Table 5: Frequencies of Saturated Model #4

	NONWORKING			WORKING			
	Gender			Gender			
	Male	Female	Total	Male	Female	Total	TOTAL
COMMITMENT	3.1%	2.1%	5.2%	7.3%	2.1%	9.4%	14.6%
NON-COMMITMENT	12.5%	12.5%	25.0%	37.5%	22.9%	60.4%	85.4%
TOTAL	15.6%	14.6%	30.2%	44.8%	25.0%	69.8%	100.0%

Note . Cell frequencies in percentages of total sample size (n = 96)

Table 6: Z scores and Probabilities for Saturated Models # 2, 3, 4

EFFECT	Model #2 Crisis versus Noncrisis		Model #3 Commitment versus Noncommitment		Model #4 Commitment versus Noncommitment	
	Z	p	Z	p	Z	p
IDENTITY	0.721	0.24	-5.387	0.01	-5.507	0.01
IDENTITY BY WORK EXPERIENCE	1.437	0.08	0.333	0.38	0.655	0.26
IDENTITY BY FAMILY COHESION	-	-	0.673	0.26	-	-
IDENTITY BY GENDER	-0.554	0.30	-	-	0.889	0.19
IDENTITY BY WORK EXPERIENCE BY GENDER	-	-	-0.292	0.39	-	-
IDENTITY BY WORK EXPERIENCE BY FAMILY COHESION	0.158	0.44	-	-	-0.271	0.30

Table 7: Logit Saturated Model #1

CRISIS VS. NONCRISIS BY WORK EXPERIENCE & FAMILY COHESION

Z scores, Coeffecients, Antilogs and Resulting Regression Equation

EFFECT	Z score	p	coefficient	antilog
IDENTITY (T)	1.491	0.07	0.1995	1.49
IDENTITY BY WORK EXPERIENCE (A)	1.764*	0.04	0.2361	1.60
IDENTITY BY FAMILY COHESION (B)	0.901	0.19	0.1206	1.27
IDENTITY BY WORK EXPERIENCE BY FAMILY COHESION (AB)	1.855*	0.04	0.2483	1.64

RESULTING REGRESSION EQUATION

$$Fij(1)/Fij(2) = T * T(A)i * T(B)j * T(AB)ij$$

$$4.97 = (1.49)\ (1.60)\ (1.27)\ (1.64)$$

* $p < 0.05$.

work experience and the interaction effect of work experience and family cohesion were significant at p.<.05 (one-tailed). Since the interaction effect was significant, the model which best fits the data is the saturated model.

Further analysis on this logit saturated model required mathematical conversion of the parameter estimates. Coefficients of the model were transformed into antilogs in order to provide a regression-like equation. Specifically coefficents from the saturated model are multiplied by two. The inverse log (antilog) of these values are the coefficients of the regression equation (see Table 7). This equation was broken down into components of mean, main effects and an interaction effect. By combining this information with the frequency table (see Table 2), the regression equation is interpretable in terms of defining the strength and direction of the effect. As indicated in Table 7, the overall mean effect is 1.49. This statistic is interpretable in terms of odds. Using these odds to interpret the frequencies in Table 2, there is apporximately a 3 to 2 chance of one having a crisis identity status than a noncrisis status. The main effect for work experience or the odds of the work effect by identity status has a value of 1.6, which indicated that the net effect of a non-worker versus a part-time worker on identity status. In this model, non-workers were found to be in a crisis identity status category 1.6 times

more than in a noncrisis identity status category. The odds value of the family cohesion net effect on identity status was 1.27 to 1. This indicated that adolescents from separated or disengaged families were found with crisis identity statuses 1.27 times more than noncrisis. Finally the interaction effect between work experience and family cohesion was 1.64. The effect was positive which indicated that the effect of a non-worker in a separated or disengaged family was more positive than combining the main effect of not working with the main effect of being in a separated or disengaged family.

A second section of the analysis involved only adolescents who worked in a family business. Chi-squared statistics compared those in the crisis catagory (n=3) to those in the noncrisis (n=11) identity status. The X^2=4.57 (d.f.=1) reached signifcance at p.=.05. There were more noncrisis than crisis adolescents who worked in a family business. The chi-squared statistic comparing commitment versus noncommitment was not significant (X^2=1.14, d.f.=1, p=.05). Thus, there was no difference between the number of committed verus noncommited family business adolescents.

A third and final section of the results involved regression analysis on self concept and identity status. Specifically, linear regression was used to analyze the relationship between crisis versus noncrisis identity status and

self concept. Results indicate that the test statistic was not significant (p=.66). Thus, self concept was not linearly related to crisis verus noncrisis identity status. The same type of analysis was used for commited versus noncommited identity statuses. Similarily, the test statistic was not significant (p=.54). Further analysis on self concept involved multiple regression with work experience, family cohesion and gender as the independent variables. The analysis indicated that family cohesion was the only significant variable. Thus family cohesion was found to be related to adolescent self concept. Specifically students with more positive self concepts had higher levels of family cohes

DISCUSSION

The distribution of the various identity statuses for adolescents provide information on identity status during this developmental stage. The predominant pure identity status category was identity diffusion. Twenty-eight percent of the adolescents were in this category (see Table 8). Only 8.7% of the sample had a pure identity acheived, moratorium or foreclosed status. The most common transition category was diffusion-moratorium. These students were moving from an identity status characterized by experiencing neither crisis nor commitment to a status which suggested that crisis was being experienced. Thus the majority of the students were in the early stages of defining their identities. This finding differs from Erikson's proposal of when identity definition occurs. Erikson stated that adolescent moratorium begins at puberty and ends at young adulthood (Erikson, 1963). This findings from this study suggests that moratorium or crisis begins at middle adolescence and extends into young adulthood.

The distribution of identity status among high school students was different from results from previous studies (Adams, 1984). To further understand this finding, a sample of adolescents who were slightly older were included in the study, post-hoc. A sample of college students were given the Demographic/Work Questionnaire, the OME-IS, and FACES II. The

Table 8: Distribution of Pure Identity Status Among High School Sample

IDENTITY STATUS	#	%
ACHIEVED	5	2.7
MORATORIUM	4	2.5
FORECLOSED	7	3.8
DIFFUSED	58	28.6

purpose was to determine if the college sample were more equally distributed in their identity statuses than the high school sample. The sample consisted of 26 students who were predominately female and were enrolled in a second year Family Studies course. Thirty-four percent of these students had or were approaching an acheived identity (see Table 9). Although over one-quarter of the students were diffused, there were fewer college students in a transition catagory of diffusion to another identity status. This more diverse distribution of identity statuses among college students is supported by other studies with similar samples (Adams & Fitch, 1983; Adams, Shea, & Fitch, 1979). Unfortuneately 42.3 percent of the students did not meet the criteria for any identity status. However, many of these students were close to reaching one of the four cutoff points. These students are viewed as approaching that particular identity status category. By combining these students with those who did meet the criteria, the results indicate that there was a more diverse distribution of identity statuses.

This comparison suggests that high school students are likely at an earlier stage of identity development. They appear to be just beginning to experience a sense of crisis. In theory, Erikson (1963) discussed the adolescent mind being in a state of moratorium or crisis. The results on this measure of

Table 9: Distribution of Identity Status Among College Sample

IDENTITY STATUS	#	%
ACHIEVED	9	34.6
MORATORIUM	3	11.5
FORECLOSED	3	11.5
DIFFUSED	7	26.9

Note . Sample size of 26

identity status support Erikson's theory that a crisis experienced during identity development, however it does not agree with the time period suggested by Erikson. The findings from this study suggest that moratorium possibly occurs during late adolescence and early adulthood. In addition, Marcia (1980) proposes that during early adolescence, there is a predominance of identity diffusion and foreclosure. Approximately at the age of 18, many will "cross over" into moratorium or identity achieved (Marcia, 1980). The findings from the high school and college sample offer support to Marcia's proposition of the predominance of identity diffusion and the transition to moratorium. In addition, more high school students were in a state of moving towards crisis rather than making a commitment. Perhaps this supports Erikson's proposition that experiencing a crisis occurs before making a commitment.

The data analysis indicated support for the relationship between identity status and work experience. One of the most interesting findings supports the existence of a relationship between crisis versus noncrisis identity statuses and work experience. More nonworking adolescents were in the crisis identity status category. According to the loglinear analysis, nonworking adolescents were found to be in a crisis identity status category approximately twice as much as a noncrisis

identity status category. Part-time working adolescents did not differ in whether they were in the crisis or commitment identity status category. Analysis of data on family business workers also suggested a relationship existed between working and a crisis versus noncrisis identity status. Chi-squared statistics on adolescents working in a family business indicate that the noncrisis identity statuses were predominant for teenagers in this working category. Thus, the experience of working or not working influenced identity status and whether a crisis was experienced. The findings from this study suggested that the variable of work experience was related to some degree to adolescent identity status.

To understand the influence of part-time working, family business working and nonworking, additional information on the various aspects of these experiences is necessary. In terms of nonworking adolescents, experiencing a crisis was more common than those who were part-time or family business working. An explanation for this finding may be related to the time available for adolescents to contemplate ideological issues. Part-time and family business working adolescents spent over fifteen hours per week at their jobs. Adolescent, regardless of their work catagory, spent approximately the same amount of time in various activities. Thus, it would seem that nonworking adolescents have more time available to wonder and think about

different issues or concerns (Hamilton & Crouter, 1980). Since experiencing a crisis is relevant during this stage of adolescence, having time to contemplate about ideologies may account for a greater number of nonworking adolescents in a crisis identity status catagory.

A further question is what kind of crises these adolescents are experiencing? Adolescents who worked part-time said that the main reason for working was to show responsibility. The second reason was for financial purposes and the third reason was to be independent. The reason of "choosing a career" was ranked as the second last of a possible seven reasons given. In terms of what part-time workers had learned from working, "how to deal with people" was ranked first. Other reasons of "learning about myself" and "taught how a business operates" followed, respectively. The statement of working being an asset in choosing a career was ranked last. Thus the experience of part-time working provides adolescents with a sense of responsibility and autonomy. However it was not viewed as being related to defining an occupational ideology or direction. Since adolescents were in primarily the diffusion or moratorium statuses, it is not surprising that part-time work does not affect or assist in choosing a career. When adolescents are attempting to make a commitment this type of employment experience may play a different role. Perhaps during that

period of identity development, part-time work experience may have a more influential impact on defining an occupational ideology.

Further information was also available on adolescents who worked in a family business. These adolescent primarily worked to show responsibility. Other common reasons were to assist their family and to learn about the business. In terms of what they had learned from this experience, learning how the business operates was the most common reason. "Organizing one's time" and "learning to deal with people" were ranked second and third. For these adolescents, independence was not an important aspect of their experience. Although they did learn about the business, this was not related strongly to career aspirations. Thus the experience from working in a family business also does not assist in choosing an occupation and in addition does not provide a sense of independence. This differs from part-time work experience which facilitated a sense of autonomy.

The difference is understandable considering the different environments under which work occurs. Part-time work outside of the family usually involves people who are not family members. The individual is working in an environment which provides new and different experiences in both people and responsibilities. In contrast, the adolescents who work in a family business remain in contact with family members. In addition, the

experiences and responsibilities associated with working are probably not as novel.

In general, the results from this study suggest that high school students are at an early substage of identity development. Thus, the issue is experiencing crisis rather than making a commitment. Both types of work experience complemented this process by either facilitating or not facilitating autonomy. In terms of Erikson's theory on identity development, there is support for the concept of some crisis or moratorium beginning at adolescence. However in the present society, this stage of identity development may extend into young adulthood. Defining one's ideology in terms of who you are and what you want to become may actually be occurring after adolescence. Perhaps the influence of work experience may have a greater impact on occupational ideology during young adulthood.

A second finding of the study involved an interaction effect between work experience and family cohesion. Part-time working adolescents did indicate a low degree of family cohesion. This is evident for adolescents in either a crisis or noncrisis identity status. In contrast, the degree of family cohesion for nonworking adolescents depends upon whether they have or have not experienced a crisis. A greater percentage of nonworking adolescents who have not experienced a crisis report a high degree of family cohesion. Therefore noncrisis

nonworking adolescents are more likely to be from connected or enmeshed families. On the other hand, there is not difference in the level of family cohesion reported by nonworking adolescents who have experienced crisis.

The finding that part-time working adolescents are more likely experiencing a low degree of family cohesion was predicted. It supports the proposition that part-time work both gives adolescents a sense of autonomy and requires independence from the family. Part of the findings on nonworking adolescents were also predicted. In particular, those nonworking adolescents who had not experienced a crisis have not achieved independence from the family. Thus, these adolescents have not experienced a sense of autonomy in either the family or work world. However, those nonworking adolescents who have experienced crisis report approximately equal amounts of high and low family cohesion. Perhaps with these nonworking students, a moderate amount of family cohesion influences individuals into crisis.

The third finding from this study was a result of the analysis of identity and self concept. It had been hypothesized that a positive relationship would exist between these two variables. However the analysis did not support such a relationship. Possibly this finding is due to problems in the instrument used to assess identity. Specifically, the placing

of adolescents with the Objective Measurement of Ego Identity Status in a specific identity status catagory was difficult in 22.2% of the cases. The scoring instructions for the OM-EIS were not concise (Adams, 1984). It was not clear how to interpret or place adolescents in identity status catagories which did not fulfill the criteria listed in the manual. In this study, 10.8% of the high school students in the sample reached the cutoff points for three of the four identity statuses. Adams, Shea and Fitch (1979) did not provide an explanation or interpretation for these types of adolescents. As well, twenty-one adolescents did not reach the cutoff point for any of the four identity statuses. There is also no interpretation of identity status for these types of adolescents. The problems with the OM-EIS was also evident in the college sample. Forty-two percent of the students did not reach the cutoff for any of the identity status catagories. A high percentage of both high school and college students were not clearly categorized. This suggest some problems and at present this instrument has limited use. Further guidelines to interpret adolescents not fulfilling the existing criteria are necessary. The problems with OM-EIS could also account from some of the differences found between some of the differences found between the findings for this sample and propositions made by Erikson's theory. Errors with the instrument may be

affecting its reliability and validity. This has some impact on the findings from this study and the strength of its conclusions.

SUMMARY

Erikson's concept of a crisis or moratorium experienced as a process of identity development during adolescence was supported by this study. However it is suggested that the time period during which moratorium occurs is later than Erikson had proposed. Specifically experiencing crisis seems to begin during middle adolescence and extends into young adulthood. Different types of work experience seemed to influence the identity development process. Adolescents who worked in a position outside of the family seem to have gained a sense of independence from this experience. This seemed to be supported by a family which encouraged autonomy. Family business workers gained a sense of responsibility rather than a sense of autonomy from their work experience. The work environment in this case probably accounted from a predominance of adolescents with a noncrisis identity status. Nonworking adolescents were found with a crisis identity status more than any other work experience category. This may be due to a family environment which offered some independence and thus facilitated crisis. In addition, nonworking adolescents may have had more time to contemplate about issues related to identity development. Although this study suggested some interesting thoughts about the relationship between identity development, work experience and family cohesion, it was hindered by vague instructions,

particularily in placing adolescents with a particular identity status. In addition, a unusually large percentage of both high school and college students were not placed with any identity status because numerical criteria were not met. Although this lends some insight into the usage of the OM-EIS, it also undoubtly affects the conclusions made from this study.

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APPENDIX A

Demographics on In versus Out Work Group: Gender, and Age and Parents' Employment Status

Table 10: Comparison of Instudy versus Outstudy Work Group on Gender

GROUP		MALES	FEMALES	TOTAL
In Study	#	87	59	146
	%	59.5	40.4	
Out Study	#	14	5	19
	%	73.7	26.3	

Note . In Study group refers to those included in study whereas Out Study group refers to those who were excluded from the study

Table 11: Comparison of Instudy versus Outstudy Work Group on Variables Age and Parents' Employment Status

GROUP	MEAN AGE	FATHER'S EMPLOYMENT STATUS	MOTHER'S EMPLOYMENT STATUS
In Study	16.25	4.15	3.93
Out Study	16.84	4.50	3.00

Note . In Study refers to those included in the study while Out Study refers to those not included in this study.

APPENDIX B

Objective Measurement of Ego-Identity Status

Instructions: Read each item and indicate to what degree it fits your own impressions as to how it best reflects your thoughts and feelings. Place your answer on Side 2 of the GREEN computer form. Match the number of the question with the number on the computer form. Use the following scale when marking your response.

A	B	C	D	E	F
Strongly Disagree	Moderately Disagree	Disagree	Agree	Moderately Agree	Strongly Agree

---

61. I haven't really considered politics. They just don't excite me much.

62. I might have thought about a lot of different things but there's never really been a decision since my parents said what they wanted.

63. When it comes to religion I just haven't found any that I'm really into myself.

64. My parents had it decided a long time ago what I should go into and I'm following their plans.

65. There are so many different political parties and ideals. I can't decide which to follow until I figure it all out.

66. I don't give religion much thought and it doesn't bother me one way or the other.

67. I guess I'm pretty much like my folks when it comes to politics. I follow what they do in terms of voting and such.

68. I haven't chosen the occupation I really want to get into, but I'm working toward becoming a _____ until something better comes along.

69. A person's faith is unique to each individual. I've considered and reconsidered it myself and know what I can believe.

70. It took me a long time to decide but now I know for sure what direction to move in for a career.

71. I really never was involved in politics enough to have to make a firm stand one way or the other.

72. I'm not so sure what religion means to me. I'd like to make up my mind but I'm not done looking yet.

73. I've thought my political beliefs through and realize I may or may not agree with many of my parent's beliefs.

74. It took me awhile to figure it out, but now I really know what I want for a career.

75. Religion is confusing to me right now. I keep changing my views on what is right and wrong to me.

76. I'm sure it will be pretty easy for me to change my occupational goals when something better comes along.

77. My folks have always had their own political and moral beliefs about issues like abortion and mercy killing and I've always gone along accepting what they have believed.

78. I've gone through a period of serious questioning about faith and can now say I understand what I believe in as an individual.

79. I'm not sure about my political beliefs, but I'm trying to figure out what I can truly believe in.

80. I just can't decide how capable I am as a person and what jobs I'll be right for.

81. I attend the same church as my family has always attended. I've never really questioned why.

82. I just can't decide what to do for an occupation. There are so many that have possibilities.

83. I've never really questioned my religion. If it's right for my parents it must be right for me.

84. Politics are something that I can never be too sure about because things change so fast. But I do think it's important to know what I believe in.

APPENDIX C

Family Adaptability and Cohesion Evaluation Scores II

FACES II ITEMS

by
David H. Olson, Joyce Portner, and Richard Bell

1. Family members are supportive of each other during difficult times.
2. In our family, it is easy for everyone to express his/her opinion.
3. It is easier to discuss problems with people outside the family than with other family members.
4. Each family members has input in major family decisions.
5. Our family gathers together in the same room.
6. Children have a say in their discipline.
7. Our family does things together.
8. Family members discuss problems and feel good about the solutions.
9. In our family, everyone goes his/her own way.
10. We shift household responsbilities from person to person.
11. Family members know each other's close friends.
12. It is hard to know what the rules are in our family.
13. Family members consult other family members on their decisions.
14. Family members say what they want.
15. We have difficulty thinking of things to do as a family.
16. In solving problems, the children's suggestions are followed.
17. Family members feel very close to each other.
18. Discipline is fair in our family.
19. Family members feel closer to people outside the family than to other family members.
20. Our family tries new ways of dealing with problems.
21. Family members go along with what the family decides to do.
22. In our family, everyone shares responsibilities.
23. Family members like to spend their free time with each other.
24. It is difficult to get a rule changed in our family.
25. Family membes avoid each other at home.
26. When problems arise, we compromise.
27. We approve of each other's friends.
28. Family members are afraid to say what is on their minds.
29. Family members pair up rather than do things as a total family.
30. Family members share interests and hobbies with each other.

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APPENDIX D, the Tennessee Self Concept Scale from pages 117 to 123 have been removed due to copyright restrictions.

Source: William H. Fitts, 1964

APPENDIX E

Demographic/Work Questionaire

DEMOGRAPHIC/WORK QUESTIONNAIRE

Instructions: Answer the following questions to the best of your knowledge. Please place all of your answers in the space provided below each question.

What is your father's occupation?

_____

What is the highest level of education your father has had?

_____

What is your mother's occupation?

_____

What is the highest level of education your mother has had?

_____

Instructions: Please place all answers on the GREEN computer form unless otherwise indicated. Record your NAME, SEX, GRADE, and BIRTHDATE and fill the appropriate circles. Please do not place any marks on this question booklet.

1. How old were you at your last birthday?

   a. 14 and under
   b. 15
   c. 16
   d. 17
   e. 18 and over

2. Are you

   a. male?
   b. female?

3. You are in which one of the following grades?

   a. 10
   b. 11
   c. 12

4. Please read all of the descriptions listed below. Fill the circle of the one description which most applies to you.

a. I have not ever worked at a part-time or fulltime position and also am not presently working.

b. I am working in a business with family members or relatives. This business is owned by a family member or relative. I work in this business at least 3 hours per week.

c. I am presently working at a position and am receiving a regular wage. I am working at least 3 hours per week. This is not a family business.

d. I am not presently working but in the past I have held a part-time or fulltime position which was not in a family business.

e. I am not presently working but in the past have worked in a family business

f. I am presently working in a family business and part-time outside the family business

g. volunteer

h. none of the above

5. From September, 1983 to the present, I have worked a total of

a. 0 months
b. 1 - 3 months
c. 4 - 8 months
d. 9 - 12 months

6. I have worked for

a. 0 year
b. 1 year
c. 2 years
d. 3 years
e. 4 or more years

7. Since I was 10 years old, I have worked for

a. 0 year
b. 1 year
c. 2 years
d. 3 years
e. 4 or more years

8. After I finish high school, I would like to see myself (choose only one)

a. at a college
b. at a technical school
c. working
d. at a university
e. getting married
f. at a school and married
g. at a school, married, and working
h. at a school and working
i. working and married
j. undecided

9. I live with my

a. adopted parent(s)
b. foster parent(s)
c. natural mother and natural father
d. natural mother and stepfather
e. natural mother only
f. natural father and stepmother
g. natural father only
h. other

IN QUESTION #4,

If you have filled the circle for description a , that is, you are not working, please answer the questions on the PINK sheets.

If you have filled the circle for description b or e or f , that is, you have or are working in a family business, please answer the questions on the YELLOW sheets.

If you have filled the circle for description c or d or g , that is, your have or are participating in some type of work, please answer the questions on the BLUE sheets.

PINK
If you have chosen description a for QUESTION #4, then you are NOT WORKING. In this case, answer the following questions. If you are or have in the past worked, refer to the instructions on page 4 - you are answering the wrong questions.

Instructions: please continue to place your answers on the GREEN computer form.

Questions 10 to 14 are about how you presently spend your time when you are not in school. Please indicate the number of hours spent in each of these activities during an average school week. Use the following scale to describe your answer.

A	B	C	D	E	F	G	H	I	J
0-1	2-5	6-10	11-15	16-20	21-25	26-30	31-35	36-40	41+

10. I spend __ hours per week doing homework

11. I spend __ hours per week participating in social activities

12. I spend __ hours per week participating in athletic activities

13. I spend __ hours per week at home doing things for myself

14. I spend __ hours per week at home doing things for my family

15. Approximately how many hours do you spend doing homework per day?

a. less than one
b. 2-3
c. 3-4
d. 4-5
e. more than 5

AT THIS POINT, PLEASE WAIT UNTIL YOU ARE GIVEN FURTHER DIRECTIONS.
DO NOT PROCEED ON.

YELLOW
If you have chosen decription b or e or f , then you presently or in the past worked in a FAMILY BUSINESS. In this case, answer the following questions. If you have never worked in a family business, refer the instructions on page 4 - you are answering the wrong questions.

Instructions: Please continue to place your answers on the GREEN computer form.

Questions 10 to 14 are about how you presently spend your time when you are not working or in school. Please indicate the number of hours spent in each of these activities during an average school week. Use the following scale to describe your answer.

A	B	C	D	E	F	G	H	I	J
0-1	2-5	6-10	11-15	16-20	21-25	26-30	31-35	36-40	41+

10. I spend __ hours per week doing homework

11. I spend __ hours per week participating in social activities

12. I spend __ hours per week participating in athletic activities

13. I spend __ hours per week at home doing things for myself

14. I spend __ hours per week at home doing things for my family

15. Approximately how many hours do you spend doing homework per day?

a. less than one
b. 2-3
c. 3-4
d. 4-5
e. more than 5

16. Do you get paid regularily for working?

a. Yes
b. No

17. Approximately how many hours per week do you spend working?

a. less than 3
b. 3-10
c. 11-15
d. 16-20
e. 21-25
f. 26-30
g. 31-35
h. 36-40
i. more than 40

Questions 18 to 25 are about your reasons for working in a family business. Read each statement and indicate the degree to which it reflects your reasons for working. Please use the following scale for describing your answer.

A	B	C	D	E
Strongly Agree	Agree	Slightly Agree and Slightly Disagree	Disagree	Strongly Disagree

18. I work because I have an obligation to my family

19. I work for the money I receive

20. I work to learn about work and business

21. I work to help my family

22. I work to help me choose a career

23. I work for independence

24. I work to show that I am responsible

25. I work for reasons not listed

Questions 26 to 31 are about what have you learned from working. Read each statement and indicate the degree to which it reflects what you have learned from working. Please use the following scale to describe your answer.

A	B	C	D	E
Strongly Agree	Agree	Slightly Agree and Slightly Disagree	Disagree	Strongly Disagree

26. Working has taught me about how a business operates

27. I have learned how to organize my time

28. I have learned how to manage my money

29. Working has helped in choosing a career

30. I have learned about how to deal with different people

31. I have learned about myself

AT THIS POINT, PLEASE WAIT UNTIL YOU ARE GIVEN FURTHER DIRECTIONS.
DO NOT PROCEED ON.

BLUE

If you have chosen description c or d or g , then you are presently working or in the past you have WORKED. In this case, please answer the following questions. If you did not chose this description, please refer to the instructions on page 4 - you are answering the wrong questions.

Instructions: Please continue to place your answers on the GREEN computer form.

Questions 10 to 14 are about how you presently spend your time when you are not working or in school. Please indicate the number of hours spent in each of these activities during an average school week. Please use the following scale to describe your answer.

A	B	C	D	E	F	G	H	I	J
0-1	2-5	6-10	11-15	16-20	21-25	26-30	31-35	36-40	41+

10. I spend __ hours per week doing homework

11. I spend __ hours per week participating in social activities

12. I spend __ hours per week participating in athletic activities

13. I spend __ hours per week at home doing things for myself

14. I spend __ hours per week at home doing things for my family

15. Approximately how many hours do you spend doing homework per day?

a. less than one
b. 2-3
c. 3-4
d. 4-5
e. more than 5

16. Do you get paid regularily for working?

a. Yes
b. No

17. Approximately how many hours per week do you spend working?

a. less than 3
b. 3-10
c. 11-15
d. 16-20
e. 21-25
f. 26-30
g. 31-35
h. 36-40
i. more than 40

Questions 18 to 24 are about your reasons for working. Read each statement and indicate the degree to which it relects your reasons for working. Use the following scale to describe your answer.

A	B	C	D	E
Strongly Agree	Agree	Slightly Agree and Slightly Disagree	Disagree	Strongly Disagree

18. I work for the money I earn

19. I work to learn about the business world

20. I work to help my family

21. I work to help me in choosing a career

22. I work for independence

23. I work to show that I am responsible

24. I work for reasons not listed

Questions 25 to 30 are about what you have learned from working. Read each statement and indicate the degree to which it reflects what you have learned from working. Use the following scale to decribe you answer.

A	B	C	D	E
Strongly Agree	Agree	Slightly Agree and Slightly Disagree	Disagree	Strongly Disagree

25. Working has taught me about how a business operates

26. I have learned how to organize my time

27. I have learned how to manage my money

28. Working has helped me in choosing a career

29. I have learned about how to deal with different people

30. I have learned about myself

AT THIS POINT, PLEASE WAIT UNTIL YOU ARE GIVEN FURTHER DIRECTIONS.
DO NOT PROCEED ON.